

**UNITED STATES ARMY INFANTRY SCHOOL
FORT BENNING, GEORGIA**

AD A 075688

HAINES BOARD

**A REVIEW OF ARMY SCHOOL SYSTEM
FOR OFFICER EDUCATION AND TRAINING**

DDC
RECEIVED
OCT. 24 1979
A

FILE COPY

USAIS POSITION - VOL I

FACTUAL DATA - VOL II

Best Available Copy

JULY 1965



DEPARTMENT OF THE ARMY

ARI FIELD UNIT, BENNING

U. S. ARMY RESEARCH INSTITUTE FOR THE BEHAVIORAL AND SOCIAL SCIENCES

P.O. BOX 2086, FORT BENNING, GEORGIA 31905

PER1-1J

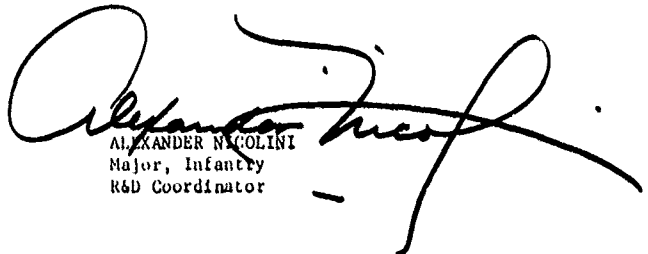
8 August 1979

SUBJECT: Shipment of Documents

Defense Documentation Center
Cameron Station
Alexandria, VA 22314
ATTN: Selection & Cataloging

The Documents in these shipments are approved for public release. The distribution is unlimited.

FOR THE CHIEF:

A large, stylized handwritten signature in black ink, which appears to read "Alexander Nicolini".

ALEXANDER NICOLINI
Major, Infantry
R&D Coordinator



DEPARTMENT OF THE ARMY
HEADQUARTERS UNITED STATES ARMY INFANTRY SCHOOL
OFFICE OF THE COMMANDANT
FORT BENNING, GEORGIA 31905

AJHS-D

30 July 1965

MEMORANDUM FOR: Lieutenant General Ralph E. Haines, Jr.

SUBJECT: Board to Review Army School System

1. Pursuant to the guidance for the review of the Army School System, the United States Army Infantry School has established its views in those areas which have a direct bearing on the Infantry School's mission, or in which the Infantry School has a fixed interest.
2. Attached at Tab A is the Fundamental Infantry School Philosophy, whereas Tab B presents detailed view under the headings of the guidance paper, dated 19 July 1965.
3. Detailed information requested by your letter of 22 July 1965, subject: Department of the Army Board to Review Army Officer Schools, will be provided you in a separate document.

2 Incl
Tabs A & B
as

Robert H. York
ROBERT H. YORK
Major General, USA
Commandant

Accession For	
NTIS G-1	<input checked="" type="checkbox"/>
DDC 712	<input type="checkbox"/>
Unpublished	<input type="checkbox"/>
Justification	<input type="checkbox"/>
By	
Date	
Post	
Available for	
Post	Special
A	

FUNDAMENTAL PHILOSOPHY OF THE INFANTRY SCHOOL

The Infantry School believes in the existence of three enduring and basic facts of military service in the Combat Arms, each of which may have lost proper focus in the current Combat Arms School System. They are:

a. Fact 1: INFANTRY AND ARMOR ARE INSEPARABLE ON THE BATTLEFIELD.

Since the introduction of Armor into the Army's organizational structure, "mobile protected firepower" has been employed in close association with Infantry. With the advent of the Armored Personnel Carrier, and the tactics of Mechanized Infantry, this fact has taken on increased importance. Unlike artillery, which is rarely attached to the maneuvering commander, Infantry and Armor are habitually employed as Combined Arms Teams under a single commander. U. S. Army doctrine prescribes "task forcing" at battalion level, and teaming at company level, as a routine preparation for combat. Accordingly, company and battalion commanders must be qualified to employ and command Armor and Infantry in Combined Arms Teams on the battlefield in all types of operational environments. This command begins at company level.

b. Fact 2: MANAGEMENT OF RESOURCES MADE AVAILABLE TO ARMY UNITS, FROM WHICH COMBAT POWER IS GENERATED, IS A RESPONSIBILITY OF COMMAND.

With the introduction of more sophisticated machines and the concurrent requirement for increased technical training of personnel, this management "fact of life" takes on new meaning. In addition, the requirement to raise and maintain large Army forces in peace time, and to provide for immediate combat readiness, demands an increased measure of materiel readiness. Accordingly, effective resource management is clearly emphasized. Army leaders at all levels of command now have increased responsibility in fulfilling their role within the overall Department of Defense resource management environment. Discharging these responsibilities in the current environment requires a detailed knowledge of systems and techniques employed by the Department of Defense and the Department of the Army.

c. Fact 3: THE COMPANY COMMANDER IS THE FIRST LINE "MANAGER" IN PEACE WHO OVERNIGHT MAY LEAD HIS COMBINED ARMS TEAM IN COMBAT -- HIS IS THE MOST DIFFICULT JOB IN THE ARMY.

In time of peace, he is the lowest executive official in the Department of Defense resources management system. He is the Army's "First Line Management Supervisor." His career in peace time, and his measure of success, are greatly influenced by his effectiveness in the management of the human and materiel resources made available to him. After commitment to combat, almost overnight, his success is measured by his ability to employ and manage combat arms on the battlefield.

d. Although the foregoing "facts of life" have existed in the Army for a long time, their importance has grown with respect to the Army's effectiveness and to the professional performance of officers in peace and war. The Army organizational structure and the Army unit readiness system recognized this increased importance. The Army's educational system has not kept pace. Including additional resource management instruction in the curricula of the service schools is insufficient to prepare an officer for duty in a combined arms environment. More closely coordinated and integrated training among the combat arms is required to insure successful employment of the wide range of Army combat capabilities on the battlefield, and the proper management of resources in peace.

e. The special techniques and capabilities inherent in each of the combat arms branches make the retention of these branches necessary. The merging of all combat arms into a single branch would not be in consonance with the Army's current combat and materiel developments system, nor would the price to be paid in terms of tradition, morale, and esprit de corps be worth the questioned benefits to be gained by merging. Improved battlefield performance can, however, be gained by increased understanding of the various combat arms by those who will lead and command combined arms teams.

This fundamental philosophy of the Infantry School permeates all views presented in subsequent paragraphs.

USAIS POSITION ON GUIDANCE FOR BOARD TO REVIEW
ARMY SCHOOL SYSTEM

1. The United States Army Infantry School has reviewed guidance provided the board of officers (Haines Board) appointed by the Assistant Chief of Staff for Force Development to perform a comprehensive review of the Army's system for officer education and training. This paper considers those areas of guidance furnished the Haines Board which have a direct bearing on the USAIS mission, or in which USAIS has a fixed interest. Paragraphs referenced below are contained in the document attached as Inclosure 1, which outlines the guidance for the Haines Board.

2. Reference 2a. Determine the adequacy and appropriateness of the present system for education and training of Army officers at service schools, service colleges, and civilian institutions for the period 1965-1975.

a. To the extent possible, military education and training of officers should follow a pattern designed to prepare them for the various levels of command and staff. Whereas the current system is adequate and appropriate, the adoption of the ROAD concept, changes in the missions and functions of the Army, and the emphasis on stability operations indicate certain evolutionary modifications in the current school system would be beneficial. In appropriate paragraphs below, the USAIS recognizes and discusses in detail the requirement to implement the following changes:

- (1) An improved ROTC program.
- (2) Incorporation into officer career schooling (up to C&GSC level) three distinct levels of school training: platoon, company and battalion/brigade.
- (3) Elimination of Associate Courses.
- (4) Improved procedures for selection of service school faculty.
- (5) Increased assignment stability of service school faculty.
- (6) Establishment of a higher priority for assignment of service school faculty.

(7) Establishment of a joint agreement between service schools and their respective DA branch concerning criteria for selection of service school faculty.

b. In view of the turbulent world situation, extreme innovations, abruptly implemented, could be harmful to the school system as a whole without achieving the desired improvements. As the world situation becomes less turbulent, and as missions and functions of the Army continue to change, necessary modifications to the system will be appropriate.

3. Reference 2b. Review the subject matter being taught to insure that proper emphasis is being placed upon command responsibilities and functions, while meeting the necessary requirements for specialized knowledge.

a. With one exception, i.e., not having a course designed specifically to train company commanders, it is felt that sufficient emphasis is being placed upon command responsibilities and functions. (Short-fall with respect to training company commanders is discussed in 4 below.) Additionally, in consonance with current military operational requirements, the Infantry School has focused instructional emphasis on three specific aspects of officers' education and training: unit readiness, counterinsurgency, and aerial employment of military forces.

b. In response to your letter of 22 July 1965, analysis of Programs of Instruction for specific courses, are contained in the formats referred to as your inclosures 2 and 3.

4. Reference 2d(1). Curricula as measured against the objectives of the course and the proper utilization of the graduates.

a. Under the current course structure at the Infantry School (as well as other service schools that are responsible for Basic and Career level courses) the course objectives are too broad. Those broad objectives result, in part, from the span of time that exists between the Basic Course and the Career Course. This year, FY 65, the average Career Course student had completed over six years service between the Basic Course and the Career Course; the average is higher among reserve officers. Of the 370 Army captains attending the FY 65 Career Course 58.9% - or 218 - had command duty at the

company level, and most of them had staff assignments at the battalion, battle group, and/or brigade level. Since these company command and battalion level staff assignments normally come between the time an officer completes the Basic Course and the time he returns for the Career Course, the tendency is to broaden the objectives and scope of the Basic Course; it is an effort to prepare for the anticipated duty assignments. This same tendency holds true for the objectives and scope of the Career Course.

b. The Infantry School proposes a realignment of course structures that will permit the development of course objectives which are more clearly focused on each phase of the average officer's career. This realignment is discussed in paragraph 13 below. In addition, HUMRRO is working on several projects (tasks) related to the development of course objectives. The results of these projects will make, if properly recognized by the Army, a significant contribution to the Army school system.

5. Reference 2d(2). Faculty selection, training, qualification, and role.

a. General. The Army service school system is the source of the Army's future. Customer oriented, it prepares officer students to perform military duties required in peace and war. At the Infantry School the emphasis is on the art of command and leadership. It follows that the manner in which the several schools within the system accomplish their mission has a direct bearing on the future capabilities of the Army. Accomplishment of the School mission is directly proportional to the quality and quantity of officers and Noncommissioned Officers available to perform all assigned functions; adequate quantity should be represented by established manning levels. Under quality, grade spread, assignment stability and meeting military schooling prerequisites are identified needs. (This general philosophy of quality and quantity was illustrated in a comment by Secretary of Defense McNamara to a former Infantry School Commandant (then Major General Rich). Mr. McNamara likened the failure to keep the Infantry School manned with top quality instructors to the farmer's eating all his seed corn rather than maintaining it as a nucleus to produce (train) more.)

b. Faculty Selection.

(1) The selection of officers and of noncommissioned officers, grades E7 and above, for assignment to service schools now rests solely with DA branches. As a minimum, selection procedures should include:

(a) Provision for the Commandant to screen DA Forms 66 (20) of personnel in grades E7 and above who have been tentatively selected by DA for assignment to the Infantry School.

(b) Authority for the Commandant to reject nominees, without this rejection being considered a lack of need.

(2) Closely allied with faculty selection are priority and stability. In order to maintain the authorized grade strength at an effective level, it is evident that the Infantry School will require a higher priority on personnel than is presently established. The priority for service schools should be raised sufficiently to preclude personnel being diverted to every contingency which arises. Past experience as well as current events and future outlook clearly point toward a series of continuing, world-wide emergencies. Assuming the establishment of a higher priority for service school personnel and improved selection procedures, a major problem for service schools would remain -- personnel turbulence. This turbulence can be offset by stabilized tours of three years, with extensions to four years when desirable and possible, and by meeting required manning levels with sufficient quality to allow annual rotation of a fraction of the faculty without detrimental impact. The establishment of selected positions on faculties for retired professional officers or other qualified civilians would provide a thread of continuity, but at the expense of current experience and personal knowledge of problems encountered at leadership level in the field.

c. Faculty Training.

(1) It is within the capability of each service school to train new instructors in Methods of Instruction, the latest techniques, school policies and the use of training aids available. The need for such instructor training is continuous even though a military instructor may have had similar preparation in a previous assignment. Methods change and new media such as Educational Television, programmed

instruction, and computer assisted education are added, each requiring updating of the instructor.

(2) The Infantry School presents a 3-1/2 weeks Instructor Training Course to all newly assigned instructors. This course emphasizes practical work and prepares the individual for his new duties. It could properly be called on-the-job training. As in every instance of OJT (on-the-job training) certain skills, prerequisites and background must exist. In this connection, the quality of personnel assigned is of pertinence. The current attrition rate of the Instructor Training Course is 4% for officers and 24% for enlisted, with the two main reasons for failure to meet the standards being identified as lack of confidence and inability to present material in a logical and understandable manner.

(3) The less tangible but more difficult problem of training the individual instructor in the substantive material which he will teach properly falls on the department to which he is assigned. Personnel turbulence and the relative inexperience of many instructors now assigned compound the problem. Inexperience will no doubt continue to be a problem but the impact can be lessened considerably and the training problem made less difficult if stabilization at the service schools can be accomplished to the extent that an instructor will be allowed to complete a three-year tour in an instructor assignment. The second year of an instructor's assignment has been identified as the most productive period, whereas the first year is frequently categorized as an apprenticeship period. Very few officers are capable of problem re-write or problem creation during their first year on the faculty.

d. Faculty Qualification.

(1) Criteria for service school personnel should be established as a joint agreement between the service schools and their respective DA branch. These criteria should be no more and no less demanding than guidelines used in selecting officers and noncommissioned officers for other so-called priority duty. Following are the criteria desired by the Infantry School:

(a) Continuous inflow of personnel in all grades who have had combat experience.

(b) Continuous inflow of personnel in all grades who are Ranger and/or Airborne qualified.

(c) Continuous inflow of Command and General Staff College and War College graduates in appropriate grades.

(d) Field grade officers whose performance and background are at least equal to requirements for duty on Department of the Army Staff.

(e) Field grade officers who have demonstrated recently their ability to command effectively at the battalion and/or brigade level, and who have demonstrated equal abilities on division, corps, army or higher level staff.

(f) Company grade officers whose experience level exceeds that of the student. Captains assigned as instructors should have had as many varied assignments as possible to include command at company level, staff duty at battalion or brigade level, a tour in Vietnam, Career Course graduate, and college graduate. Lieutenants should have a minimum of one year in a troop unit before being selected for an assignment as an Infantry School instructor or tactical officer, with the majority of lieutenants possessing a college degree. (The benefits derived from the current practice of relying on graduates of a class to teach the succeeding class are questionable.)

(g) Personnel in all grades whose performance to date indicates a high potential for promotions and success in the Infantry.

(2) Quantity, quality, and stability of personnel assigned to USAIS has been a subject of constant concern. To illustrate this point further, the table below is an extract of a quality report recently submitted to HQ USCONARC.

	<u>Gen</u>	<u>Col</u>	<u>Lt Col</u>	<u>Maj</u>	<u>Capt</u>	<u>1/Lt</u>	<u>2/Lt</u>	<u>TOT</u>
Asg as of 18 Jun 65	1	22	71	64	276	133	148	715
Nr w/Bachelor degrees	1	12	30	41	180	62	59	385
Nr w/Adv degrees		4	1	4	2	3	1	15
Attended CGSC	1	17	59	22	4			103
Attended AFSC	1	2	2					5
Attended WC Lev Crses	1	12	3					16
Nr Pass overs for								
Prom			19	3	9			31

	<u>Gen</u>	<u>Col</u>	<u>Lt Col</u>	<u>Maj</u>	<u>Capt</u>	<u>1/Lt</u>	<u>2/Lt</u>	<u>TOT</u>
Mandatory Retirement prior to 31 Dec 65			6	2	1			9
Asg less than 1 yr	1	10	23	32	130	46	104	346
Asg over 1 yr, less than 2 yr		6	25		104	71	44	269
Asg over 2 yrs, less than 3 yrs		6	15	11	34	16		82
Asg over 3 yrs			8	2	8			18

d. Faculty Role.

(1) General. The role of the faculty at the service school level is to teach, and speak with experience. In the first instance specified doctrine and concepts are presented for learning; in the second instance students' questions are answered based on experience. This role is nurtured and maintained by instructor credibility. Having this qualification the term faculty also includes supervisory personnel to review and analyze the material to be taught and to establish standards.

(2) Outlined below are the various duties associated with members of the Infantry School faculty; their variety and complexity attest the need for quality within the ranks of service school faculty.

(a) Presentation of instruction. Presents and assists in the presentation of instruction in accordance with developed instructional material and as directed by his supervisor. Exercises immediate supervision over students in the classroom, in the field, and on practical exercises.

(b) Preparation of instruction. Prepares for the presentation of instruction by developing or assisting in the development or adaptation of lesson outlines, instructor manuscripts, student handouts, examinations, tactical problems, and training aids to support specific classes. Orients and trains new instructors. Insures that classrooms, training area facilities, and training aids are ready for use.

(c) Research and analysis. Performs research in development, review and analysis, and revision of doctrine, organization, and materiel in his area of specialization. Accomplishes major rewrite of instructional material required by changes in doctrine, organization, and materiel. Performs technical writing duties to develop instructional material for new courses. Prepares, edits, or revises MOS evaluation tests, field manuals, technical manuals, TOE, ATT, Training Circulars, nonresident instructional material, miscellaneous training literature, and other technical and training publications which are the responsibility of the School but which are not directly related to the presentation of instructional material to assigned classes.

(d) Miscellaneous duties. Performs duties not directly related to the presentation and preparation of instruction or to research functions. This includes duties such as grading examinations; student counseling; course evaluation; participation in conferences; observation of maneuvers and field exercises; participation in LOGEX; escorting visitors; rendering assistance to other agencies such as USCONARC Boards and HumRRO agencies; supervision of maintenance of training aids, equipment, and facilities; TDY not contributing to other instructional duties; details; physical training and mandatory military training; administrative duties; officers' annual physical examinations; and courts and boards duty.

(3) Impact of increased research and analysis requirements on the instructor personnel situation.

(a) Due to the increased volume of research and analysis projects assigned to USAIS by higher headquarters and received from outside agencies, several instructors, by necessity, perform this as a primary duty. (A detailed discussion of the Infantry School's role in the development of Infantry doctrine, organization and materiel is included in paragraph 16 below.)

(b) The increased volume of doctrinal matters in which service schools are engaged has gone unrecognized; otherwise, qualitative and quantitative improvements in personnel assigned to service schools would have accompanied this increased volume of work. If the increase in volume of doctrinal matters requiring review, evaluation, and/or preparation continues without a corresponding improvement (both qualitatively and quantitatively) in service school personnel, either the instructional mission or the doctrinal mission, or both, will suffer.

6. Reference 2d(3). The requirement for special training for senior officers (colonel and above) in such fields as automatic data processing, resource utilization (management), systems analysis, counterinsurgency, civil affairs, and employment of tactical nuclear weapons, whether by regular school courses or by senior refresher or familiarization courses.

a. Accurate determination of requirements for special training for senior officers is not within the capabilities of service schools. Requirements, established by competent authority, should consider two categories as follows:

(1) Military subjects such as counterinsurgency, civil affairs, and employment of tactical nuclear weapons.

(2) Quasi-military subject areas such as automatic data processing, systems analysis, and comptrollership.

b. Special courses must be provided to train those officers who are being assigned to duties requiring special knowledge.

c. With time, courses fall out of the special category into the general or "across-the-board-need-to-know" category. As this occurs, incorporation of the subject matter in the appropriate service college curriculum is required. For example, counterinsurgency is no longer a specialized subject and ADP, as it concerns computer management, is rapidly becoming non-specialized.

7. Reference 2d(4). The adequacy and appropriateness of training in command responsibilities and functions, resource utilization (management), operations research, comptroller activities, maintenance, counterinsurgency, civil affairs, and foreign languages in the present school system.

a. **Management.** At the Basic and Career Course levels, attention must be focused primarily on "grass roots" management, e. g., Leadership, the principles and techniques of which are fundamental to the highest managerial positions; Training Management, i. e., developing officers' capability to plan, program, conduct and supervise training that will assist materially in attaining and maintaining a high level of readiness; and Maintenance Management, which is as essential to readiness as are tactical and technical proficiency. Current Infantry

School instruction in pure Leadership is considered both adequate and appropriate. The revised POI for the Basic Course includes more hours in both Training Management and Maintenance. The Infantry School has developed a Unit Readiness Instructional Program designed specifically to correct certain deficiencies outlined in various DA Studies and reports from the field.

b. Operations Research. Due to the limited experience of officers attending USAIS courses, training in this subject is not considered appropriate at the Infantry officer career course level or below.

c. Comptroller Activities. Comment in 7b above also applies to this subject. Moreover, relative priority of subject coverage and end of course objectives suggest this as a subject for specialized schooling in other than leaders courses.

d. Maintenance. Discussed in para 7a above. Additionally, the United States Army Infantry School endorses the Senior Officers' Maintenance Course, conducted by the U. S. Army Armor School, as being both appropriate and adequate.

e. Counterinsurgency. The current approach to and coverage of counterinsurgency subjects at the Infantry School is both adequate and appropriate. It is in line with current and probable future commitments of U. S. Forces personnel in counterinsurgency operations; training in this form of warfare now cuts across the entire spectrum of the Army School System and should continue to do so. However, the amount of instruction and training time devoted to counterinsurgency must be kept in balance with the objectives of any given course. Course objectives must be attuned to current, probable and possible U. S. Forces' operational missions. Courses conducted at the Infantry School, which are designed to prepare students for a variety of duties over the span of several years, must ensure and demand a balanced curriculum. If an imbalance occurs the student will be penalized for not having been taught basic military skills, techniques and tactics which are applicable not only to one but to other forms of warfare in which U. S. Forces might be engaged. Though currently adequate and appropriate, the nature of U. S. response to insurgency is changing and teaching emphasis in the School System must remain in step with the changes. To underscore the current requirement for additional counterinsurgency training, the Infantry School has initiated an intensive information program focused on the war in Vietnam. Additionally, for the past two years the Infantry

School has divided the Career Course students into several separate groups during the last week of the course. Composition of the groups is based on the students' next immediate assignment, and the instruction presented to these groups is oriented accordingly. This year, for example, the 76 career course officers assigned to Vietnam received one week's instruction on counterinsurgency operations peculiar to that area. During FY 66 Courses, considerably more instruction will be devoted to the role of U.S. tactical units in counterinsurgency operations.

f. Foreign Languages. It is agreed that the Army should encourage officers to seek training in foreign languages. This should not be accomplished as part of formal military schooling (i.e., the Career Course or C&GSC) in consideration of relative priorities and time available. Recognizing the importance of language training, it should be developed at three levels to suit the various cited categories:

(1) It is especially desirable that officers be trained and proficient in foreign languages if they are to be of maximum value when assigned advisory, attache, or intelligence duties in overseas areas. This language fluency qualification should be conducted prior to the officer's assignment to the foreign country. The present courses of instruction offered by the Army Language School are adequate to meet the demands for this level of proficiency; the goal is fluency qualification.

(2) Another level of language schooling should be designed to give officers a working knowledge of a language for special areas of operations, where the individual will be working with indigenous forces or civilian nationals. This is now properly accomplished by the Special Warfare Center at Fort Bragg to acquaint the officer/advisor to Vietnam with Vietnamese language; the goal is working knowledge.

(3) The third level of language education is the general foundation category, conducted by the officer on an individual off-duty study basis. Proficiency level is determined by the instructional assistance available and effort output. The Army should continue to encourage this off-duty program by supplying language tapes and tape recorders to Army Education Centers, providing tuition assistance when the course of instruction is available at a civilian educational institution. The Infantry School is supporting this program by offering to the FY 66 Career Course students, as an extra-curricular elective, conversational foreign language training.

8. Reference 2d(5). Consideration of the functional and career system data and recommendations from Project TECSTAR (Technical Career Structure of the Army).

The Infantry School considered, as a separate action, the functional and career system data and recommendations from Project TECSTAR. In USAIS letter of 1 July 65, the Commandant, USAIS, expressed to CG, USCONARC the Infantry School's position on recommendations from Project TECSTAR. USAIS is generally opposed to the current TECSTAR proposal.

9. Reference 2d(6). The impact on the school system of planned reorganization under such studies as COSTAR (Combat Service Support for the Army).

The impact of COSTAR on Combat Arms Schools will be relatively insignificant. USAIS defers comments to those technical service schools and service colleges on whom COSTAR will have a more significant impact. The division support command level identifies the logistical education level at the Infantry School.

10. Reference 2d(7). The validity of the current concept of conducting regular and associate courses and the role of extension courses in officer training.

a. The Infantry School maintains that career level schooling for all career officers, regardless of component, should be the same. Between the 1st and 15th year of service, officers whether regular or reserve component are normally assigned the same type duties and equal performance in those duties is expected and necessary. Further, career reservists are told that the "One Army" concept means that all components are treated equally; however, this is not true in the current school system. Since the objectives for both the Career and Associate Career Courses are almost identical, it is only logical that the two should be conducted as one. In the eyes of the students, there is a stigma attached to Associate Career Courses, and there is resentment among career reservists in that they do not receive the same branch training as their RA counterparts.

b. Extension courses are an economical and effective substitute for resident courses of instruction. They provide a means of obtaining a military education for personnel who otherwise could not obtain such an education. The flexibility inherent in the extension course program facilitates updating of skills and development of a personalized

curriculum. The table below reflects enrollment in Infantry School extension courses.

Students Enrolled in Officer Extension Courses as of 30 June 65

<u>Course</u>	<u>Active Army</u>	<u>USAR</u>	<u>NG</u>	<u>Other*</u>	<u>Total</u>
Basic	263	392	758	119	1,532
Career	488	2,120	1,850	10	4,478
Specific	250	150	700	100	1,200
	1,001	2,662	2,808	229	7,210

*Other services, Sr ROTC cadets

11. Reference 2d(8). The adequacy of the present organizational structure of the school system, specifically with respect to feasibility and desirability of consolidating all schools under USCONARC, including those operated by USAMC, The Surgeon General, and the Judge Advocate General.

The Infantry School is not qualified to address this question; however, the current system appears adequate in that the relationship between the Infantry School and its supervisory headquarters - USCONARC - has presented no problems.

12. Reference 2d(9). Formalization of the command and control channels for those joint and Defense schools and courses which are conducted by the Army, specifically with respect to the roles of Department of Defense, Department of the Army and USCONARC.

The Infantry School did not address this problem.

13. Reference 2d(10). Consideration of schools or courses which might be eliminated, consolidated, or more appropriately conducted by a civilian institution.

a. Consolidation. As previously mentioned in paragraph 10a above, the Infantry School supports the consolidation of the Career and Associate Career Courses. It is proposed that this consolidation result from a realignment of course structures as follows:

(1) Combat Platoon Leaders Course. This course would replace the current Basic Officers Course. It would be oriented downward

to become more clearly focused on the newly commissioned officers' initial assignment--platoon leader. Emphasis would be placed on the development of basic combat skills, leadership techniques and basic branch qualification. This course would stress field work and "hands on" training to supplement the classroom ROTC instruction received by the cadet at his respective college or university. Every effort would be made to ensure that the Combat Platoon Leaders Course supplements, rather than duplicates, the ROTC program.

(2) Combat Company Commanders/Battalion Staff Officers Course. Upon completion of 2 years commissioned service or their first duty assignment, all career oriented Infantry and Armor officers--regardless of component (RA or Reserve) or source of commission (USMA, ROTC or OCS) -- would attend a TDY Company Commanders/Battalion Staff Officers course of instruction conducted at the Infantry School. (Other Arms and Branches would conduct a similar company/battalion staff level course at appropriate service schools.) The majority of students attending this course would be first lieutenants. ROTC graduates who serve only the two year minimum requirement would not attend this course. The course would be designed specifically to prepare the officer for the next phase in his career, i.e., company command and battalion staff assignments. This course would be of particular benefit to those officers engaged in the aviation program. For example, upon completion of the basic course a Regular Army officer, who is going into the aviation program, is assigned to a ground unit for one year, during which time he normally is assigned as a platoon leader. Following his one year ground tour, the young officer attends flight school and then begins a mandatory three year category "A" tour. Upon completion of his first category "A" tour, it is normal to allow the aviation officer an opportunity to get command duty with a ground unit. This is a one year tour. A short TDY course, which is oriented on this next tour would certainly be beneficial to a combat arms officer who is returning from four years of flight schooling and flying. The Combat Company Commanders/Battalion Staff Officers course facilitates the sharper focus of the objectives for the Combat Platoon Leaders Course discussed in 13a(1) above.

(3) Combined Arms Battalion Commanders/Brigade Staff Officers Course. This course would be offered at the Infantry, Armor and Artillery Schools. Officers would be eligible for attendance after completion of a minimum of five years active commissioned service. Eligibility cut off for this course would have to be established at DA

level. This course, however, would be a prerequisite for attendance at the Command and General Staff College. All combat arms officers (Infantry, Armor, Artillery, Engineer and Signal) plus selected Transportation (aviator) officers, would attend a PCS Battalion Commanders/Brigade Staff Officers course at either the Infantry, Armor or Artillery School. Emphasis would be on Combined Arms Instruction, and would concentrate on battalion and brigade level operations. Graduates of this course would be qualified to command Infantry, Armor, or Artillery battalions within our divisional organization. Graduates would not be trained for nondivisional missile battalions. The length of this course would not include prefix 5 (NWEO) qualification; those officers who require prefix 5 qualification will attend a specialist, prefix 5 course following graduation. This course (Combined Arms Battalion Commanders/Brigade Staff Officers Course) would become practicable only with the adoption of the TDY company level course.

b. Elimination. Adoption of the three phases of officer career schooling up to C&GSC level would result in the following eliminations:

- (1) The Associate Career Course for the five combat arms.
- (2) The 9 months Career Course for the five combat arms.
- (3) Prefix 5 (NWEO) qualification for most personnel attending the Career Course.

c. Courses conducted by a civilian institution. None of the curricular courses currently conducted by the United States Army Infantry School could be conducted more appropriately by a civilian institution.

14. Reference 2d(11). Consideration of prerequisites for attendance at Command and General Staff College and higher colleges.

a. The prerequisites, as listed in the Army School Catalog (DA Pamphlet 20-21) are limited to prescribing length of service, prior schooling, and/or age. These prerequisites are appropriate but the capacities of the several schools and the lengths of their curricula are the true limiting factors. The attrition which results by way of selection boards, as a consequence to the limitations of the system, may be denying many qualified officers the advanced schooling wanted and needed.

b. It is possible that there are insufficient graduates to meet recognized and potential requirements. Investigation should address increased requirements for graduates, current output, and capabilities of officers who are unable to attend the courses above the career officer level. In some instances it may be determined desirable to increase capacity by conducting more than one course each year.

c. As a corollary, constructive credit for demonstrated capability and related education may warrant further examination. The aim could be removal of assignment limitations on the basis of failure to have a graduation stamp from the specified military school.

15. Reference 2d(12). Training requirements for newly commissioned officers, taking into consideration sources of new officers and the requirement for attendance at the basic officers course.

a. In May 1965 HumRRO Division No. 4 (Infantry) completed a survey of initial active duty assignments of Army ROTC graduates. This survey was conducted as a part of Task ROCOM, the objective of which is to effect quantitative and qualitative improvement in the Army ROTC program. The method used to conduct this survey and results of the survey are discussed below:

(1) ¹Method. "A survey of 1,898 ROTC graduates serving in 10 different branches was accomplished by gathering information from items 1 through 14 of the officer efficiency report (DA Form 67-5). This survey identified the initial principal duty assignments, the major additional duties, the duty military occupational speciality, the authorized grade for the job being performed, and also much administrative information about each officer."

(2) ¹Results. "It was found that there are many different principal duty assignments that may be given to junior officers although no one duty appeared in the total sample more than 12% of the time. From these data, a reference situation was established that features seven essential training dimensions together with the common knowledge and skill components that are relevant to each dimension. Those seven essential training dimensions are outlined below:

¹Draft Technical Report, "A Survey of Initial Active Duty Assignments of Army ROTC Graduates," Task ROCOM: Subtask I, May 1965, HumRRO Division No. 4 (Infantry)

- (a) Tactical Unit Command
- (b) Nontactical Unit Command
- (c) Operations, Training and Training Center
- (d) Supply
- (e) Administrative and Personnel
- (f) Motor and Maintenance
- (g) Communications"

b. Successful completion of Task ROCOM will result in the development of duty-oriented training objectives designed for a generalized ROTC curriculum. If the fruits of this and other related research in this area are incorporated into the ROTC program, and if its adoption produces a much improved ROTC product; then the requirement for a Basic Course would be obviated. And, in lieu of the current Basic Course, a universal (conducted by all Combat Arms Schools) Combat Platoon Leaders Course, which incorporates Ranger qualification, could be established. It is recognized, however, that the current trend in the several colleges makes it obvious that improved ROTC training is a long range project. As a consequence, a short range approach was considered as follows:

(1) Civilian College ROTC Graduates: Certain actions should be taken to improve the current program, e. g., restriction on the use of "modified programs, reduce emphasis on GMS and increase branch programs, reduce local options to change POI, etc. The introduction of the new "Scholarship" program on 1 July 1965 should give the Department of the Army an opportunity to improve the quality of ROTC training, without an adverse affect on the ability of the program to attract college men into Army ROTC. At the Infantry School the Basic Course should be renamed "Combat Platoon Leaders Course," and the current Basic Course POI be revised to emphasize training of Infantry platoon leaders. Other service schools should rename this course to describe the purpose. Emphasis would be placed on further development of basic combat skills, leadership techniques and basic branch qualification. This course would stress field work and "hands on" training to

supplement the classroom ROTC instruction received by the cadet at his respective college or university. Every effort should be made to insure that the Platoon Leaders Course supplements, rather than duplicates, the ROTC program.

(2) Military College ROTC Graduates: By fulfilling specific training requirements, ROTC graduates of CONARC-approved military colleges (Citadel, VMI, etc) would be commissioned upon graduation and required to attend the Ranger Course. These graduates would thus receive the same training as West Point graduates. The following standards and requirements should be maintained to enable a college to come under this program:

- (a) The college must be a military institution.
- (b) Limit the branches in which graduates may be commissioned, which would greatly assist branch orientation.
- (c) Meet CONARC established instructional requirements, which would exceed those prescribed for civilian college ROTC programs.
- (d) Cadets would attend a 6 weeks course at a Branch School between the junior and senior years. (This would be comparable to the Combat Platoon Leaders Course, but would be of reduced length in view of (c) above.)

(3) United States Military Academy Graduates: There would be no basic change in the current training plan being used by the USMA. This plan includes four summer camp training periods and one 30-day orientation tour as a platoon or assistant platoon leader with Army divisions in CONUS, PACOM and USARAF. Upon commissioning, all USMA graduates are required to attend the Ranger Course at Fort Benning. The combination of these three factors -- four summer camps at West Point, orientation tours with Army divisions, and the 9 weeks Ranger Course -- provides the necessary branch orientation and special combat training necessary prior to assignment to a troop unit. USMA graduates may apply for airborne training, and this should be continued. The following two minor changes to the current system are recommended:

- (a) The Superintendent of the Military Academy should formally coordinate branch training conducted at USMA with the

Commandants of the five Combat Arms Schools. This would ensure that officers commissioned from all three major sources -- ROTC, USMA and OCS -- receive the minimum branch training considered essential by the respective Combat Arms School Commandants prior to joining their first troop unit.

(b) In the event of mobilization or if Army divisional organizations would be unable to accommodate the current AOT (Army orientation tours) program, USMA cadets would be sent to their respective Branch Schools during the summer between 1st and 2d class years to attend the course conducted for military college ROTC cadets. This would require the cadets to make a branch selection at the end of their 2d class year.

(4) Officer Candidate School Graduates: There would be no change in the current Officer Candidate School program. Graduates of the two OCS's (Benning and Sill) would not attend the Platoon Leaders Course, because this would duplicate instruction. The OCS graduate would continue to be authorized to attend Ranger or Airborne Courses upon graduation.

(5) Basic Airborne Qualification: No change in the present policy of encouraging all newly commissioned combat arms second lieutenants, regardless of source of commission, to attend the Basic Airborne Course (3 weeks). This course would be a requirement for all newly commissioned officers being assigned to airborne units.

(6) Specialized Training Based on Students' Next Assignment. The last week of the Combat Platoon Leaders Course would be specialized training based on the students' assignment after graduation; that is, students being assigned to Mechanized Infantry units in Europe would be trained together, students to Vietnam likewise, etc.

16. Reference 2d(13). Examination of doctrinal responsibilities of the service colleges.

a. The Infantry School has no comments on the doctrinal responsibilities of service colleges. The areas addressed below concern the development of doctrine which falls within the purview of USAIS. Specific responsibilities are as follows:

(1) To assist in development of doctrine, organization and materiel.

(2) To exchange information and philosophies with other Army agencies and other military services.

(3) To coordinate with United States Army Combat Developments Command (USACDC), United States Army Materiel Command (USAMC), and Human Resources Research Office (HumRRO) to ensure full utilization of Infantry School knowledge and experience in combat developments and human factors research.

b. The responsibilities outlined above include review, evaluation, and coordination of combat developments type material prepared by other Army agencies or other military services. Primarily, USAIS has interest in those combat development matters pertaining to or affecting Infantry (to include Airborne Infantry and Mechanized Infantry) at brigade level and below.

c. Consistent with joint CDC/USCONARC regulations, a Mutual Coordination Policy governing the relationship and interaction of Fort Benning agencies dealing with combat development matters has been established. In addition to USAIS and Combat Developments Command Infantry Agency (CDCIA), the United States Army Infantry Board (USAIB) is included in this agreement. The agencies involved agree to coordinate closely on combat and materiel developments matters, to exchange information and views, and to appoint project officers to work together on tasks of mutual interests. The Commandant and Assistant Commandant, and the Commanding Officers of CDCIA and USAIB, forming what is termed the "Infantry Team," meet periodically to discuss important combat developments matters.

d. The Office of Infantry Doctrine and Materiel (OIDM) is the USAIS coordination point for elements within and outside the School on matters pertaining to combat developments. It has primary staff responsibility for coordinating the USAIS views and positions on such matters. When appropriate, OIDM designates one instruction department as the Action Department for items of correspondence, study, review or project on which USAIS is requested to act. The department so designated normally will be the one having primary interest in or responsibility for the subject matter involved. Chief, OIDM is responsible to insure that USAIS comments or views are properly coordinated with all USAIS departments or staff offices having interest prior to presenting to the AC or forwarding to agencies outside USAIS, as appropriate. Approximately 100 separate actions per month are handled in this fashion.

c. In addition to the combat developments activities outlined in 16a-d above, USAIS has propensity for the following:

(1) Publications.

Field Manuals-----	38
Technical Manuals-----	3
Army Training Programs-----	23
Army Training Tests-----	17
Training Circulars-----	10 (Average)
ROTCM's-----	11
Graphic Training Aids-----	21
Army Subject Schedules-----	69
Army Regulations-----	2
DA Pamphlets-----	4

Total 198

(2) Training Films.

Training Films-----	102
Film Bulletins-----	3
Film Strips-----	7
Miscellaneous Films-----	1

Total 113

(Twenty-four new Training Films are presently in different stages of production.)

(3) MOS Tests.

MOS Code 11B "Light Wpns Infantryman"-----	3
MOS Code 11C "Inf Indirect Fire Crewman" ---	4
MOS Code 11F "Inf Opns and Intel Spec" -----	3
MOS Code 11H "Inf Direct Fire Crewman"-----	4
MOS Code 11E "Inf Senior Sergeant"-----	1

Total 15

f. Review, evaluation and preparation of comments for combat developments items, coupled with preparation of doctrinal material and related training literature for which USAIS has propensity, constitute

a major portion of instructors' time and USAIS staff effort. This mission is considered second only to the preparation for and presentation of Infantry School instruction. Because review, evaluation and preparation of doctrinal material are so closely associated with the instructional mission of service schools, it is essential that service schools remain active in doctrinal activities related to their respective areas of instructional proponentcy.

17. Reference 2e, Review the requirements for service school and service college graduates, the capabilities of the School system to produce these graduates, the timing of attendance with respect to professional career assignments, and the appropriateness of present college quotas by arms and services as well as quotas to Army Reserve and National Guard components and to foreign governments.

a. Requirements.

The determination of specific requirements for service school and service college graduates is not within the capabilities of the Infantry School; this determination must be made by the appropriate higher headquarters. As stated previously, there appear to be more requirements for these graduates than there are graduates to fill the requirement -- in short, demand exceeds supply.

b. Capability.

(1) It is recognized that in some instances it is within the capabilities of a given service school or college to increase student input/output without an appreciable impact on either school faculty or installation facilities. In some instances, the Command and General Staff College or the Armor School Career Course, as examples, increased student input/output undoubtedly would require certain adjustments. The problem of increasing student input/output can be viewed from two angles:

(a) Shorten the course length, thereby facilitating the conduct of additional courses during the year.

(b) Expand the service school or college capacity, thereby allowing increased student input/output without a reduction in course length.

(2) In view of ever-increasing complexities of the military profession and increasing demands on training and education time, it is reasonable that the length of courses cannot be reduced without adversely affecting course quality. Therefore, the service schools and colleges must be provided the additional capacity, as required, for greater student input/output.

c. Timing.

The Infantry School's view on this point is -- train the man for the job before he gets it! The fact that this is not being accomplished adequately under the current school system, i.e., at the platoon, company, and battalion level, is clearly illustrated in paragraph 4, above. It follows that the impact of an inadequate system at the service school level would be felt at the service college level.

d. Quotas.

Projected and actual input to USAIS courses during FY 65 by Army Reserve and National Guard components and by foreign governments, as established by HQ USCONARC and recorded by USAIS, was as follows:

Course	Proj AR	Proj NG	Proj Non-US	Proj Total	**Actual Total
Inf Fld Grade Off Ref	125	0	0	125	165
*Inf Off Basic	12	300	41	353	238
*Inf Off Career	0	0	29	29	24
*Assoc Inf Off Career	34	170	93	297	230
Inf Off Career (RC)	52	20	0	72	92
Nuclear Wpns Employment	5	20	0	25	31
*Inf Off Candidate	0	8	0	8	0
*Inf Off Candidate (RC)	50	350	0	400	387
*Bn Mortar & Davy Crockett					
Platoon Off	5	0	9	14	1
*Pathfinder	2	0	14	16	7
*Ranger	10	0	50	60	51
Airborne	30	100	35	165	198

*Courses in which short-fall was experienced.

**Includes aggregate input of AR, NG and Non-US.

18. Reference 2f. Consider such other matters as bear directly upon the adequacy and efficiency of the Army system of education and training.

a. Air Mobility.

(1) Emphasis on air mobility instruction at the Infantry School, previously mentioned in paragraph 3a above, is an area deserving additional attention. Airmobile organizations are now an integral part of the Army's structure. Operational missions, conducted by airmobile forces, are executed routinely in Vietnam. The planning and execution of these operations must be a capability of the leaders and commanders of the combat arms. These leaders and commanders need more than a mere "book knowledge" of the capabilities and limitations of the Army's family of aircraft, which they must employ in transporting their maneuver forces and fire support elements within the combat zone.

(2) From the Infantry School's viewpoint, the three essential elements of airmobile training are easily identified as follows:

(a) Familiarization with Army aircraft currently in the inventory.

(b) Planning airmobile operations.

(c) Executing airmobile operations.

(3) For service schools to educate and train combat arms officers in the essential elements of airmobile operations, they must possess three main capabilities, which are:

(a) Skilled and knowledgeable instructors.

(b) Adequate installation facilities.

(c) Availability of Army aircraft in sufficient numbers to accomplish the instructional mission.

(4) The current force structure of the Army, current organization of the ROAD division, type operations currently being conducted in Vietnam, and current trends in the world-wide military

and political situation--all require combat arms schools, and particularly Infantry, to educate and train officers at the career level and below in the methods, techniques and procedures of airmobile operations.

(5) Recognizing this requirement, the Infantry School has progressively increased emphasis in this vital instructional area. In FY 66, POI hours were increased for Career Course students from 26 to 34, and for Associate Career Course students from 26 to 31; the difference being attributable to the difference in course length. To permit greater application of airmobile doctrine, especially innovations resulting from Exercise Air Assault II, 9-1/2 additional hours were integrated into existing tactics instruction. This raised total subject time to 44 hours for Career Course students and 41 hours for Associate Career Course students. Programs of Instruction for Ranger, Basic and Officer Candidate Courses contain several tactical problems requiring the planning and execution of airmobile operations.

(6) In spite of determined efforts, the Infantry School has not been able to educate and train officer students properly in airmobile operations due to lack of aircraft. While officers attending the various leader type courses are provided adequate exposure to one of the three essential elements of airmobile training - planning - the most essential element - execution - has been impossible because of nonavailability of aircraft. The remaining essential element - familiarization, which can be acquired through various field expedient means but properly acquired only by "hands on" training with the actual equipment - is also slighted because of lack of aircraft. In comparing the instructional requirement with the instructional capability, the Infantry School concludes that it must be provided the aircraft necessary to conduct the proper training of these young officers in an environment where the lives of men and the missions of units are not in jeopardy.

(7) The Infantry School has prepared a proposed table of allowance (TA 60-41) which outlines the following aircraft requirements:

O-1 A/E	- 3
U8	- 1
CV-27	- 1
OH-4/5/6	- 1
UH-1B	- 2
UH-1D	- 30
CH-47	- 1

(8) The requirement listed above was established for adoption under optimum conditions. Any fraction of the number of aircraft listed above would enhance current instructional efforts in the area of airmobile instruction. The extent to which airmobile instruction can be improved, and to which students can participate actively in execution type exercises, is directly proportional to the number of aircraft provided.

(9) It is recognized that the lack of Army aviation to support minimum instructional requirements at the Infantry School is caused by military operational requirements. However, the Infantry School, since it constitutes the instructional base for officer replacements to the combat zone, should be given a priority for Army aircraft comparable to that of an operational unit.

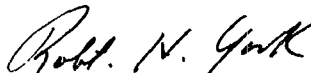
b. Ranger Course.

(1) Ranger qualification is considered a vital essential for the moral fiber and courage in the junior leadership of the Army. The uninformed consider the Ranger Course to be a muscle course of chest beating, snake eating gymnasts. Though physical exertion and stress levels are a necessary ingredient of the course, leadership qualification is the objective. Preparing detailed plans and orders for deep patrols which pit each individual against the elements, a realistic aggressor, fatigue, and difficult terrain, each Ranger studies, practices and masters: leadership skills, stamina, self-confidence, physical and moral courage. The course is conducted within a framework of conventional and counterinsurgency combat under extremely adverse conditions; it provides opportunity for self-analysis and development of self-sufficiency.

(2) The product of this course is a leader of men with the confidence that derives from successful coping with fear. The Ranger forms a nucleus of men who can generate all the supports, use them and apply them to individual stressors in order to achieve combat effectiveness. This course yields the hard core of combat leaders needed at the platoon level.

19. The Infantry School's response to the guidance furnished the Board to Review Officer Education and Training has been conditioned by the conviction that the focus of the Army school system must be on training and preparing for both peace and war in a variety of forms. At a time of shrinking distances, rapid change in the international

situation, and growing acceptance of a flexible response strategy, military education must stay in step. As the forms of war assume different dimensions the product of the school system must be prepared both to lead subordinates and advise allies. The complexities of modern man and tomorrow's machines demand increasing emphasis on progressive education designed to qualify each officer for the demands of higher plateaus of performance.



ROBERT H. YORK
Major General, USA
Commandant

DEPARTMENT OF THE ARMY
BOARD TO REVIEW ARMY OFFICER SCHOOLS
WASHINGTON, D.C. 20310

19 July 1965

SUBJECT: Department of the Army Board to Review Army Officer Schools

TO: See Distribution

1. The Department of the Army has appointed a board to review the present system of training and education of U. S. Army officers, and to determine the adequacy and appropriateness of the system for the period 1965-1975. At Inclosure 1 are a listing of the members of the board and an extract of its terms of reference. A report of the board's findings and recommendations will be made to the Chief of Staff of the Army not later than 1 December 1965.

2. The purpose of this letter is to acquaint you with the background and mission of the board, and to solicit your cooperation in obtaining constructive ideas to assist in determining essential facts and pertinent opinions on the matters under review. Members of the board will visit addressees according to the itinerary at Inclosure 2, and the other schools and colleges operated by the Army will be visited at a later date. It is requested that each school visited prepare and present to the board a detailed briefing of its missions, functions, and problems. Administrative details of arrival and departure times and billeting requirements will be sent by message in the near future.

3. The Army officer school system has been the subject of periodic review since World War II. The last comprehensive review was the Williams Board of 1958, which has guided the education and training philosophy of the Army for the past seven years. Since that review, there have been significant environmental and organizational changes affecting the Army and the professional requirements of its officers. It is the mission of this board to examine the present school system to see how well it has kept pace with those changes and how well it is prepared to meet the foreseeable changes of the future.

4. Your comments on the specific areas of inquiry and on other allied educational matters are invited. Both individual and collective thoughts are welcome, and may be transmitted directly to the board.

FOR THE PRESIDENT OF THE BOARD:

Inc 1
2 Incl
as

Charles B Smith
CHARLES B. SMITH
Brigadier General, USA

SUBJECT: Department of the Army Board to Review Army Officer Schools

DISTRIBUTION:

Commandants

- U.S. Army Logistics Management Center
- U.S. Army Management Engineering Training Agency
- U.S. Army Adjutant General School
- U.S. Army Air Defense School
- U.S. Army Armor School
- U.S. Army Artillery and Missile School
- U.S. Army Aviation School
- U.S. Army Chemical School
- U.S. Army Civil Affairs School
- U.S. Army CBR Weapons Orientation Course
- U.S. Army Finance School
- U.S. Army Infantry School
- U.S. Army Ordnance Guided Missile School
- U.S. Army Primary Helicopter School
- U.S. Army Military Police School
- U.S. Army Quartermaster School
- U.S. Army Southeastern Signal School
- U.S. Army Medical Field Service School
- U.S. Army Transportation School
- U.S. Army Combat Surveillance School
- U.S. Women's Army Corps School
- Defense Language Institute, West Coast Branch

INFORMATION:

- CG, USCONARC
- CG, USAMC
- Asst Chief of Staff for Force Development, DA
- Defense Language Institute

DEPARTMENT OF THE ARMY BOARD
TO REVIEW ARMY OFFICER SCHOOLS

1. MEMBERS:

Lt Gen Ralph E. Haines, Jr. President
Maj Gen Charles Billingslea
Brig Gen Charles B. Smith
Col (Brigadier General Designate) Jack E. Babcock
Col Newton J. Heuberger
Col Mahlon E. Gates
Col Lloyd E. Patch
Col William G. Applegate
Lt Col Kibbey M. Horne
Lt Col Leonard S. Lee, Recorder

2. TERMS OF REFERENCE

The board will:

- a. Determine the adequacy and appropriateness of the present system for education and training of Army officers at service schools, service colleges, and civilian institutions, for the period 1965-1975.
- b. Review the subject matter being taught to insure that proper emphasis is being placed upon command responsibilities and functions, while meeting the necessary requirements for specialized knowledge.
- c. Review the operation of those Defense and joint schools and courses which are conducted by the Army for objectives, adequacy, appropriateness and efficiency.
- d. Examine particularly the following:
 1. Curricula as compared against the objectives of the course and the proper utilization of the graduates.
 2. Faculty selection, training, qualification, and role.
 3. The requirement for special training for senior officers (colonel and above) in such fields as automatic data processing, resource utilization (management), systems analysis, counterinsurgency, civil affairs, and employment of tactical nuclear weapons, whether by regular school courses or by senior refresher or familiarization courses.
 4. The adequacy and appropriateness of training in command responsibilities and functions, resource utilization (management), operations

research, comptroller activities, maintenance, counterinsurgency, psychological operations, civil affairs, and foreign languages in the present school system.

5. The impact of the functional and career system data and recommendations from Project TEGSTAR.
6. The impact on the school system of planned reorganization under such studies as COSTAR.
7. The validity of the current concept of conducting regular and associate courses, and the role of extension courses in officer training.
8. The adequacy of the present organizational structure of the school system, specifically with respect to feasibility and desirability of consolidating all schools under USCONARC, including those operated by USAMC, The Surgeon General, the Judge Advocate General, and the Army Security Agency.
9. Formalization of the command and control channels for those joint and Defense schools and courses which are conducted by the Army, specifically with respect to the roles of Department of Defense, Department of the Army, USAMC, and USCONARC.
10. Schools or courses which might be eliminated, consolidated, or more appropriately conducted by a civilian institution.
11. Prerequisites for attendance at C&GSC and higher colleges.
12. Training requirements for newly commissioned officers, taking into consideration sources of new officers and the requirement for attendance at the basic officer's course.
13. Doctrinal responsibilities of the service schools and colleges.
 - e. Review the requirements for service school and service college graduates, the capabilities of the school system to produce these graduates, the timing of attendance with respect to professional career assignments, and the appropriateness of present college quotas by arms and services as well as quotas to Army Reserve and National Guard components and to foreign governments.
 - f. Consider such other matters as bear directly upon the adequacy and efficiency of the Army system of education and training.
 - g. Recommend for further study any problems arising from the deliberation of the board, but not falling under the purview of the board.
 - h. Submit a report of its findings and recommendations to the Chief of Staff of the Army not later than 1 December 1965.

VOLUME II

UNITED STATES ARMY INFANTRY SCHOOL
Fort Benning, Georgia

DATA FOR HAINES BOARD

CONTENTS

Organization, Missions and Functions Manual - United States Army Infantry School	Inclosure 1
Breakout of Hours for Selected Subjects	Inclosure 2
Infantry/Armor Officer Career Course	Tab A
Associate Infantry Officer Career Course	Tab B
Infantry Officer Basic Course	Tab C
Ranger Course	Tab D
Airborne Course	Tab E
Nuclear Weapons Employment Officer Course	Tab F
Infantry Officer Career Extension Course	Tab G
Infantry Officer Basic Extension Course	Tab H
Infantry Officer Career (Reserve Components) Course (C-24)	Tab I
Factual Course Data	Inclosure 3
Infantry/Armor Officer Career Course	Tab A
Associate Infantry Officer Career Course	Tab B
Infantry Officer Basic Course	Tab C
Ranger Course	Tab D
Airborne Course	Tab E
Nuclear Weapons Employment Officer Course	Tab F
Infantry Officer Career Extension Course	Tab G
Infantry Officer Basic Extension Course	Tab H
Infantry Officer Career (Reserve Components) Course (C-24)	Tab I
General Essential Elements of Analysis on Service Schools	Inclosure 4
Essential Elements of Analysis on Basic Course	Inclosure 5
Essential Elements of Analysis on Career Course	Inclosure 6

Best Available Copy

BREAKOUT OF HOURS FOR SELECTED SUBJECTS
INFANTRY/ARMOR OFFICER CAREER COURSE
UNITED STATES ARMY INFANTRY SCHOOL
(BASED ON FY 1966 CURRICULUM)

<u>SELECTED SUBJECTS</u>	<u>NR HRS</u>	<u>% OF CRS (Acad Hrs)</u>	<u>OPTIMUM NR HRS</u>
1. Command Responsibilities and Functions *	1008	93.70	1008
2. Resource Utilization			
a. Personnel Management	15	1.40	15
b. Financial Management	1	.09	1
c. Materiel Management	72	6.70	72
3. Operations Research	8	.74	8
4. Maintenance	21	1.95	21
5. Counterinsurgency			
a. Pure Hours	61	5.67	61
b. Integrated Hours	98.25	9.14	98.25
6. Psychological Operations	4	.40	4
7. Civil Affairs	14	1.30	14
8. CBR			
a. Pure Hours	19	1.77	19
b. Integrated Hours	2	.20	2
9. Nuclear Weapons Employment	140	13.00	140
10. Automatic Data Processing	0	0	0
11. International Relations	30	2.79	30
12. Joint Amphibious Operations	23	2.14	23

* The CAR Course is a command and leadership course. This entry includes all subjects in the POI excluding Guest Speakers and purely technical subjects. Certain aspects of mbl and commo are not purely technical and are reflected in this entry.

Inclosure 2
TAB A

BREAKOUT OF HOURS FOR SELECTED SUBJECTS
ASSOCIATE INFANTRY OFFICER CAREER COURSE
UNITED STATES ARMY INFANTRY SCHOOL
(Based on FY 1966 Curriculum)

SELECTED SUBJECTS	NR HRS	% OF CRS (Acad Hrs)	OPTIMUM NR HRS
1. Command Responsibilities and Functions*	662	96.90	662
2. Resource Utilization			
a. Personnel Management	14	2.05	14
b. Financial Management	0	0	0
c. Materiel Management	39.25	5.75	39.25
3. Operations Research	4	.73	5
4. Maintenance	11	1.61	11
5. Counterinsurgency			
a. Pure Hours	50	7.32	50
b. Integrated Hours	75	10.9	75
6. Psychological Operations	2	.29	2
7. Civil Affairs	7	1.02	7
8. CBR			
a. Pure Hours	11	1.61	11
b. Integrated Hours	3	.44	3
9. Nuclear Weapons Employment	42	6.15	42
10. Automatic Data Processing	0	0	0
11. International Relations	12	1.76	12
12. Joint Amphibious Operations	8	1.17	8

INCLOSURE 2
TAB 3

*The ACAR Course is a command and leadership course. This entry includes all subjects in the POI excluding Guest Speakers and purely technical subjects. Certain aspects of mobility and communications are not purely technical and are reflected in this entry.

BREAKOUT OF HOURS FOR SELECTED SUBJECTS
INFANTRY OFFICERS BASIC COURSE
UNITED STATES ARMY INFANTRY SCHOOL
(BASED ON FY 66 CURRICULUM)

<u>SELECTED SUBJECTS</u>	<u>NR HRS</u>	<u>% OF CRS</u>	<u>OPTIMUM NR HRS</u>
1. Command Responsibilities and Functions	276	63.7	276
2. Resource Utilization			
a. Personnel Management	6	1.3	6
b. Financial Management	0		
c. Materiel Management	4	.9	4
3. Operations Research	0		
4. Maintenance	22	5.1	22
5. Counterinsurgency			
a. Pure Hours	39	9.0	39
b. Integrated Hours	195	45.3	195
6. Psychological Operations	4	.9	4
7. Civil Affairs	1	.2	1
8. CBR			
a. Pure Hours	4	.9	4
b. Integrated Hours	2	.4	2
9. Nuclear Weapons Employment	5	1.1	5
10. Automatic Data Processing	0		
11. International Relations	2	.4	2

Inclosure 2
TAB C

<u>SELECTED SUBJECTS</u>	<u>NR HRS</u>	<u>% OF CRS</u>	<u>OPTIMUM NR HRS</u>
12. Joint Amphibious Operations	0		
13. Qualification Training - Initial Assignment			44

BREAKOUT OF HOURS FOR SELECTED SUBJECTS
RANGER COURSE
UNITED STATES ARMY INFANTRY SCHOOL
(BASED ON FY 66 CURRICULUM)

<u>SELECTED SUBJECTS</u>	<u>NR HRS</u>	<u>% OF CRS</u>	<u>OPTIMUM NR HRS</u>
1. Command Responsibilities and Functions	854	82.8	854
2. Resource Utilization			
a. Personnel Management	0	0	0
b. Financial Management	0	0	0
c. Material Management	0	0	0
3. Operations Research	0	0	0
4. Maintenance	0	0	0
5. Counterinsurgency			
a. Pure Hours	376	36.4	376
b. Integrated Hours	340	32.9	340
6. Psychological Operations	0	0	0
7. Civil Affairs	0	0	0
8. CBR			
a. Pure Hours	0	0	0
b. Integrated Hours	0	0	0
9. Nuclear Weapons Employment	0	0	0
10. Automatic Data Processing	0	0	0
11. International Realltions	0	0	0
12. Joint Amphibious Operations	0	0	0

Inclosure 2
TAB D

BREAKOUT OF HOURS FOR SELECTED SUBJECTS
AIRBORNE COURSE
UNITED STATES ARMY INFANTRY SCHOOL
(Based on FY 1966 Curriculum)

SELECTED SUBJECTS	NO HOURS	% OF CRSE	OPTIMUM NO HOURS
1. Command Responsibilities and Functions	0		
2. Resource Utilization	0		
a. Personnel Management	0		
b. Financial Management	0		
c. Materiel Management	0		
3. Operations Research	0		
4. Maintenance	0		
5. Counterinsurgency	0		
a. Pure Hours	0		
b. Integrated Hours	0		
6. Psychological Operations	0		
7. Civil Affairs	0		
8. CBR	0		
a. Pure Hours	0		
b. Integrated Hours	0		
9. Nuclear Weapons Employment	0		
10. Automatic Data Processing	0		
11. International Relations	0		
12. Joint Amphibious Operations	0		

NOTE: This is a specialist course, characterized by a great deal of rigorous physical training and practical exercise, and designed only to train the student in the use of a parachute as a means of transportation.

INCLOSURE 2
TAB E

BREAKOUT OF HOURS FOR SELECTED SUBJECTS
NUCLEAR WEAPONS EMPLOYMENT COURSE
UNITED STATES ARMY INFANTRY SCHOOL

SELECTED SUBJECTS	NR HOURS	% OF CRSE (Acad Hrs)	OPTIMUM NR HRS
1. Command Responsibilities and Functions	0		
2. Resource Utilization	0		
a. Personnel Management	0		
b. Financial Management	0		
c. Materiel Management	0		
3. Operations Research	0		
4. Maintenance	0		
5. Counterinsurgency			
a. Pure Hours	0		
b. Integrated Hours	0		
6. Psychological Operations	0		
7. Civil Affairs	0		
8. CBR			
a. Pure Hours	2	1.50	
b. Integrated Hours	4	3.10	
9. Nuclear Weapons Employment	127	100.00	
10. Automatic Data Processing	0		
11. International Relations	0		
12. Joint Amphibious Operations	1	.70	

INCLOSURE 2
TAB F

BREAKOUT OF HOURS FOR SELECTED SUBJECTS
INFANTRY OFFICER CAREER EXTENSION COURSE
UNITED STATES ARMY INFANTRY SCHOOL
(Based on FY 1966 Curriculum)

SELECTED SUBJECTS	NR HRS	% OF CRSE	OPTIMUM NR HRS
1. Command Responsibilities and Functions (includes Staff Responsibilities)	304	67%	304
2. Resource Utilization			
a. Personnel Management	11	2%	11
b. Financial Management	0		0
c. Material Management	0		0
3. Operations Research	0		0
4. Maintenance	25	6%	25
5. Counterinsurgency			
a. Pure Hours	32	7%	32
b. Integrated Hours	11	2%	11
6. Psychological Operations	0		0
7. Civil Affairs	2	.04%	2
8. CBR			
a. Pure Hours	5	1%	5
b. Integrated Hours	10	2%	10
9. Nuclear Weapons Employment	18	4%	18
10. Automatic Data Processing	0		2
11. International Relations	0		0
12. Joint Amphibious Operations	0		0

INCLOSURE 2
TAB G

BREAKOUT OF HOURS FOR SELECTED SUBJECTS
INFANTRY OFFICER BASIC EXTENSION COURSE
UNITED STATES ARMY INFANTRY SCHOOL
(BASED ON FY 1966 CURRICULUM)

<u>SELECTED SUBJECTS</u>	<u>NR HRS</u>	<u>% OF CRSE</u>	<u>OPTIMUM NR HRS</u>
1. Command Responsibilities and Functions	14	9%	14
2. Resource Utilization			
a. Personnel Management	2	1%	2
b. Financial Management	0		0
c. Material Management	0		0
3. Operations Research	0		0
4. Maintenance	13	8%	13
5. Counterinsurgency			
a. Pure Hours	12	8%	12
b. Integrated Hours	14	9%	14
6. Psychological Operations	0		0
7. Civil Affairs	0		0
8. CBR			
a. Pure Hours	4	3%	4
b. Integrated Hours	2	1%	2
9. Nuclear Weapons Employment	7	4%	7
10. Automatic Data Processing	0		0
11. International Relations	0		0
12. Joint Amphibious Operations	0		0

Inclosure 2
TAB H

BREAKOUT OF HOURS FOR SELECTED SUBJECTS
 INFANTRY OFFICER CAREER (RESERVE COMPONENTS) COURSE (C-24)
 UNITED STATES ARMY INFANTRY SCHOOL
 (Based on FY 1966 Curriculum)

SELECTED SUBJECTS	NR HRS	% OF CRSE	OPTIMUM NR HRS
1. Command Responsibilities and Functions (includes Staff Responsibilities)	304	67%	304
2. Resource Utilization			
a. Personnel Management	11	2%	11
b. Financial Management	0		0
c. Material Management	0		0
3. Operations Research	0		0
4. Maintenance	25	6%	25
5. Counterinsurgency			
a. Pure Hours	32	7%	32
b. Integrated Hours	11	2%	11
6. Psychological Operations	0		0
7. Civil Affairs	2	.04%	2
8. CBR			
a. Pure Hours	5	1%	5
b. Integrated Hours	10	2%	10
9. Nuclear Weapons Employment	18	4%	18
10. Automatic Data Processing	0		2
11. Internal Relations	0		0
12. Joint Amphibious Operations	0		0

INCLOSURE 2
 TAB I

FACTUAL COURSE DATA

I. Course: 2-7-C22 (Formerly 7-A-C22), Infantry/Armor Officer Career.

II. Objectives:

A. Purpose: To provide training for Infantry and Armor officers with emphasis on the duties and responsibilities of commanders and staff officers of Infantry and Armor units in peacetime and in the employment of combined arms in war. MOS for which trained: Prefix digit 5, Nuclear Weapons Employment, added to current MOS of officers who successfully complete the nuclear weapons employment phase of the course.

B. Instructional Objectives:

1. To provide a working knowledge of:

a. The duties and responsibilities of company/team, battalion/ task force commanders.

b. The duties and responsibilities of battalion/brigade staff officers with emphasis on combined arms employment.

c. The doctrine, fundamentals, and techniques of employment that govern combined arms operations with emphasis upon units up to brigade level.

d. The characteristics, ~~employment~~, and maintenance of the vehicles, weapons, and equipment found at company/team and battalion/ task force level.

e. Requirements for training of troop units in the combined arms team.

2. To provide a general knowledge of:

a. The duties and responsibilities of a brigade commander.

b. The duties and responsibilities of division staff officers.

c. Division operations to provide perspective for combined arms employment.

d. Fundamentals and techniques of employment in special operations, including counter guerrilla, counterinsurgency, and amphibious operations.

Inclosure 3
TAB A

3. To qualify the student for duty as a nuclear weapons employment officer.

4. To provide military educational experiences that will contribute to the officers' intellectual development and general professional competence.

III. General Description of Curriculum:

A. Combined Arms Tactics: Tactical doctrine; offensive, defensive, and retrograde operations; special operations; counterinsurgency/counter-guerrilla operations; battalion combat support; armored/air cavalry operations; airborne/airmobile operations; amphibious operations; artillery operations; engineer operations; chemical/biological operations; Air Force operations; foreign armies orientation; nuclear weapons employment; and field trips and demonstration.

B. Staff Subjects: Personnel; intelligence; operations; logistics; civil affairs; training management; staff exercises and CPX.

C. General Subjects: Military leadership; effective writing; effective speaking; map and airphoto reading; legal subjects; medical subjects and physical training.

D. Communications/Electronics: Equipment and procedure and tactical communications.

E. Army Maintenance System and Unit/Materiel Readiness: Ground vehicles; maintenance management; materiel readiness/equipment serviceability; unit readiness; and preventive maintenance.

F. Weapons: Individual weapons, special purpose weapons, crew-served weapons, tank gunnery; and weapons systems trends and development.

G. Miscellaneous: Guest speaker program, examinations; and specialized instruction.

H. Nonacademic: Inprocessing; outprocessing; physical conditioning; academic orientation and critique; nonresident instructional program; Infantry magazine; study methods; individual requirements; open time; and Commandant's time.

IV. Method of Instruction:

PERCENT OF TOTAL ACADEMIC TIME

Lecture	13.00
Demonstration	5.19
Staff Writing	.65
Group Discussion, Seminar and Conference	25.90
Oral Presentation	1.02
Field Trips	1.49*
Evaluation and Testing	5.49
Guest Speaker	5.77
Automated (Programmed)	.18
TV	.09
Case Study	.37
Film	1.18
Practical Exercise	42.60

* Selected students during week of specialized instruction.

V. Program of Instruction

PERCENT OF CURRICULUM

A. Common subjects	74
Branch subjects	26
B. Company level	21
Battalion level	38
Brigade level	29
Division level	12
C. Tactical	86
Logistical	3 *
Administrative	11 *
D. Nuclear warfare	35
Conventional warfare	30
Stability operations	35

* Technical subjects such as weapons, communications, and automobiles are excluded from above computations.

VI. Frequency: 2 classes per year.
Length: 35 weeks.
Quotas: (Programmed input per class FY 66): 205

VII. Number of Students by Category: (FY 65)

RA	336
OTRA	40
Res Comp on Active Duty	0
Allied	24
Civilian	0

VIII. Student Testing and Evaluation System

INFANTRY OFFICER CAREER COURSE EVALUATION

Techniques

1. Precourse (Unweighted) (For Motivation, Diagnostic, and Counseling Purposes)

- Military Knowledge Survey Test
- Effective Reading
- Effective Writing
- Map Reading Screening

2. Examinations (Weighted)

- Written (Conventional)
- Field Type Performance
- Other Performance
- End of Course Comprehensives

3. Other

- Effective Writing (Academic Reports)
- Effective Speaking (Academic Reports)
- Post Course Effective Reading Test
- Faculty Observations
- Faculty Advisor Observations

INFANTRY OFFICER CAREER COURSE

EVALUATION

Peacetime: 58 Hours

Mobilization: None

PURPOSE: To provide a meaningful evaluation of each officer for Headquarters Department of the Army; to measure student progress; to measure the efficiency of USAIS instruction; to further student learning and to assist in providing student motivation.

Subject and File No.	Clas	Hours and Type		Scope
		Peace	Mob	
Personnel Examination (6192) (BNC92)	U	2 E		Examination on all material presented in the personnel block of instruction. (3 Sections-1 Group-3 Officer Instructors)
Legal Subjects Examination (6195) (BNC95)	U	1 E		Examination on legal subjects. (3 Sections-1 Group-3 Officer Instructors)
Military Writing Proficiency Test (6196) (BNC96)	U	2 E		Examination to determine the student's individual writing proficiency. Students failing examination will be offered a 10-hour course in remedial English conducted by USAIC Education Section. Test not weighted. (3 Sections-1 Group-3 Officer Instructors)
Intelligence Examination (6292) (BIC92)	U	3 E		Examination covering the application of material presented in intelligence block of instruction, except Problems 6235 (BIC35) and 6249 (BIC49). (3 Sections-1 Group-3 Officer Instructors)
Operations Examination (6392) (BMC92)	U	3 E		Examination covering the application of material presented in operations block of instruction. (3 Sections-1 Group-3 Officer Instructors)

Subject and File No.	Clas	Hours and Type		Scope
		Peace	Mob	
Logistics Examination (6495) (BJC95)	U	2	E	Examination on all material presented in the logistics block of instruction to include the five major functional areas of logistics. (3 Sections-1 Group-3 Officer Instructors)
Battalion Offensive Operations Examination (6590) (BDC90)	U	4	E	Uses a map exercise. Measures student's ability to employ an infantry, mechanized infantry, or tank battalion including appropriate combat support and combat service support elements, in offensive operations. (3 Sections-1 Group-3 Officer Instructors)
Battalion Defensive Operations Examination (6690) (BGC90)	U	4	E	A comprehensive map exercise and objective type examination designed to determine the level of knowledge in defensive operations and airborne operations the student acquired as a result of previous instruction at the battalion level as set forth in this program of instruction. (3 Sections-1 Group-3 Officer Instructors)
Special Operations and Airborne Examination (6598) (BDC98)	U	2	E	Evaluates the student's knowledge of the special considerations and the tactical methods and techniques involved in airborne and airmobile operations and operations in one or more of the following environments: jungles, mountains, deserts, cold climates, built-up areas, and fortified areas. (3 Sections-1 Group-3 Officer Instructors)
Brigade Operations Examination (6695) (BGC95)	U	4	E	Measures ability to employ a brigade of the infantry, mechanized infantry or armor division in offensive and defensive operations. (3 Sections-1 Group-3 Officer Instructors)

Subject and File No.	Clas	Hours and Type		Scope
		Peace	Mob	
Amphibious Operations Examination (7090) (BKC90)	U	1 E		Examination covering instruction on amphibious operations.
Associate Arms Examination (7592) (BDC92)	U	2 E		Examination covering instruction presented in artillery, chemical, and engineer subjects. (3 Sections-1 Group-3 Officer Instructors)
Nuclear Weapons and Effects Examination (7892) (BLC92)	SRD	3 E		Examination covering weapon systems, initial and residual effects from the detonation of nuclear weapons. (3 Sections-1 Group-3 Officer Instructors)
Nuclear Weapons Target Analysis Examination (7893) (BLC93)	SRD	3 E		Visual, index and numerical analysis examination with integrated troop safety and limiting requirement considerations. (3 Sections-1 Group-3 Officer Instructors)
Final Examination Nuclear Instruction (7894) (BLC94)	SRD	4 E		Examination covering previous nuclear instruction to include weapons, delivery means, weapons effects, target analysis and employment considerations. Emphasis is placed on the student's ability to present recommendations for nuclear attack of tactical targets. (3 Sections-1 Group-3 Officer Instructors)

Subject and File No.	Clas	Hours and Type		Scope
		Peace	Mob	
Company Tactics Examination (2889) (CCC79)	U	4 E		Examination covering previous instruction in Infantry company level offensive, defensive and retrograde operations. (4 Sections-1 Group-4 Officer Instructors)
Map and Aerial Photograph Reading Examination (2199) (CMC19)	U	2 E		Examination to test the students' application of all previous map and aerial photograph reading instruction. (4 Sections-1 Group-4 Officer Instructors)
Map and Aerial Photograph Screening Test (2190) (CMC10)	U	1 E		Unweighted test to determine the students' understanding of fundamentals and theory of map and aerial photograph reading. Students failing test will be required to take three hours of map reading review instruction (Problem 2191 (CMC01)). (2 Sections-1 Group-2 Officer Instructors)
Infantry Communica- tion Examination (3690) (EOC90)	U	1 E		Examination to determine and evaluate students' knowledge of communication subjects listed in Infantry Communications Annex. (9 Sections-1 Group-4 Officer and 5 Enlisted Instructors)
Ground Mobil- ity Subjects Examination (4869) (MSC69)	U	1 E		Written examination on ground mobility subjects (3 Sections-2 Groups-2 Officer and 4 Enlisted Instructors)
Medical Service Examination (9915) (FEC15)	U	1 E		Examination on all previous medical service instruction. (2 Sections-1 Group-2 Officer Instructors)

Subject and File No.	Class	Hours and Type		Scope
		Peace	Mob	
Military Knowledge Survey Test (0450) (DRC50)	U	3	E	Pre-course survey to be conducted by Director of Instruction, USAIS. (3 Sections-1 Group-1 Officer and 2 Enlisted Instructors)
Comprehensive Examination (0451) (DRC51)	U	4	E	An examination including coverage of the major subject areas in the course. Administered by the Office of the Director of Instruction. (3 Sections-2 Groups-3 Officer and 3 Enlisted Instructors)
Reading Proficiency Test (0498) (DPC98)	U	1	E	Examination to determine the student's individual reading proficiency.

FACTUAL COURSE DATA

I. Course: 2-7-C23 (Formerly 7-A-C23), Associate Infantry Officer Career.

II. Objectives:

A. Purpose: To provide branch training and a working knowledge in the duties and responsibilities of Infantry officers. MOS for which trained: Peacetime - None; Mobilization - Prefix Digit 5 (Nuclear Weapons Employment) added to current MOS of officers who successfully complete the nuclear weapons employment phase of the course.

B. Instructional Objectives:

1. Provide the student a working knowledge in the duties and responsibilities of company and battalion commanders.
2. Provide the student a working knowledge in the duties and responsibilities of battalion and brigade staff officers.
3. Provide the student a general knowledge of the duties and responsibilities of a brigade commander.
4. Provide the student a general knowledge of division operations and the duties and responsibilities of division staff officers.
5. Give the student a general knowledge of trends in development of equipment, staff procedures and techniques, and doctrinal concepts for operational employment of Infantry units.
6. Give the student a working knowledge in general military subjects which will enhance his ability to perform appropriate peacetime duties.
7. Qualify students for duty as nuclear weapons employment officers (MOS Prefix 5) during mobilization.
8. Provide a basis for a sound individual physical fitness program.

Inclosure 3
TAB B

III. General Description of Curriculum:

A. Command and Leadership Training: Tactical doctrine; battalion operations (offense and defense); armored cavalry; brigade and division operations (offense and defense); airborne operations; counterinsurgency; amphibious operations; artillery operations; chemical; engineer; company tactics; military leadership; map and aerial photograph reading; physical training; tactical communications; medical service; effective speaking; study methods; military knowledge survey test; comprehensive examination; special presentations; and combat developments.

B. Staff Training: General subjects; personnel; legal subjects; effective writing; intelligence; operations; training management and tactical exercise; logistics; Air Force; Navy-Marine Corps Organization; and nuclear weapons employment.

C. Technical Training: Rifle marksmanship, M14 Rifle, M14 Rifle Modified, M14E2 Rifle and XM16E1 Rifle; night firing techniques and infrared theory; pistol cal .45, hand and rifle grenades, portable flamethrower, flame mines, and M79 grenade launcher; machineguns; technique of rifle fire; antitank weapons; mine warfare; tank gunnery; Infantry mortars and Davy Crockett; ground vehicles available to Infantry commanders; Army maintenance system and materiel readiness; field expedient recovery; maintenance management and services; inspections; maintenance evaluation; future aspects of ground mobility; radiotelephone procedure; SOI/SSI; radio sets AN/PRC-10, AN/GRC-7, AN/PRC-25 and the AN/VRC-12 family of radios; special radio sets; electronic warfare; preventive maintenance responsibilities; antennas and field expedient antennas.

D. Nonacademic: Physical conditioning; academic orientation and course critique; Infantry magazine orientation; nonresident instructional program; in-processing and orientations; debriefing; outprocessing; open time and Commandant's Time.

IV. Method of Instruction:

	PERCENTAGE OF TOTAL ACADEMIC TIME
Lecture	15.12
Demonstration	4.36
Staff Writing	.29
Group Discussion, Seminar and Conference	28.18

PERCENT OF TOTAL ACADEMIC TIME

Oral Presentation	1.32
Evaluation and Testing	5.71
Automated (Programmed)	.15
TV	.15
Film	1.72
Practice Exercise	44.61

V. Program of Instruction:

PERCENT OF CURRICULUM

A. Common subjects	74
Branch subjects	26
B. Company level	19
Battalion level	41
Brigade level	25
Division level	15
C. Tactical	87
Logistical	6*
Administrative	7*
D. Nuclear warfare	40
Conventional warfare	20
Stability operations	40

* Technical subjects such as weapons, communications, and automobiles are excluded from above computations.

VI. Frequency: 3 classes for FY 66.

Length: 19 weeks, 1 day.

Quotas: (Programmed input per class FY 66): 200

VII. Number of Students by Category: (FY 65)

RA	20
OTRA	267
Res Comp on Active Duty	153
Allied	77
Civilian	0

VIII. Student Testing and Evaluation Systems

Associate Infantry Officer Career Course

TECHNIQUES

1. Precourse (Unweighted) (For Motivation, Diagnostic, and Counseling Purposes).

Military Knowledge Survey Test

Effective Writing

Map Reading Screening

2. Examinations (Weighted)

Written (Conventional)

Field Type Performance

Other Performance

End of Course Comprehensives

3. Other

Effective Writing (Academic Reports)

Effective Speaking (Academic Reports)

Faculty Observations

Faculty Advisor Observations

INFANTRY OFFICER ASSOCIATE CAREER COURSE

EVALUATION

Peacetime: 39 Hours

Mobilization: 32 Hours

PURPOSE: To provide a meaningful evaluation of each officer for Headquarters Department of the Army; to measure student progress; to measure the efficiency of USAIS instruction; to further student learning and to assist in providing student motivation.

Subject and File No	Class	Hours and Type		Scope
		Peace	Mob	
Personnel Examination (6191) (BNK91)	U	2 E	1 E	Examination on all material presented in the personnel block of instruction. (Class requires 3 Sections, 1 Group for a total of 3 Officer Instructors.)
Legal Subjects Examination (6194) (BNK94)	U	1 E	1 E	Examination on legal subjects. (Class requires 3 Sections, 1 Group for a total of 3 Officer Instructors.)
Intelligence Examination (6293) (BIK93)	U	2 E	2 E	Examination covering the application of material presented in intelligence block of instruction, except problems 6235 (BIK35) and 6249 (BIK49). (Class requires 3 Sections, 1 Group for a total of 3 Officer Instructors.)
Operations Examination (6393) (BMK93)	U	2 E	2 E	Examination covering the application of material presented in operations block of instruction. (Class requires 3 Sections, 1 Group for a total of 3 Officer Instructors.)
Logistics Examination (6496) (BJK96)	U	2 E	2 E	Examination on all material presented in the logistical block of instruction to include the five major functional areas of logistics. (Class requires 3 Sections, 1 Group for a total of 3 Officer Instructors.)

Subject and File No	Clas	Hours and Type		Scope
		Peace	Mob	
Battalion Offensive Operations Examination (6591) (BDK91)	U	4 E	4 E	<p>Use a map exercise. Measure student's ability to employ an infantry, mechanized infantry, or tank battalion including appropriate combat support and combat service support elements, in offensive operations.</p> <p>(Class requires 3 Sections, 1 Group, for a total of 3 Officer Instructors.)</p>
Battalion Defensive and Airborne Operations Examination (6691) BGK91)	U	3 E	2 E	<p>A comprehensive map exercise and objective type examination designed to determine the level of knowledge in defensive operations and airborne operations the student acquired as a result of previous instruction at the battalion level as set forth in this program of instruction.</p>
Brigade Operations Examination (6696) (BGK96)	U	3 E	2 E	<p>Measures ability to employ a brigade of the infantry, mechanized infantry or armor division in offensive and defensive operations.</p> <p>(Class requires 3 Sections, 1 Group for a total of 3 Officer Instructors.)</p>
Associate Arms Exam- ination (7591) (BOK91)	U	1 E	0	<p>Examination covering instruction presented in artillery, chemical, and engineer subjects.</p> <p>(Class requires 3 Sections, 1 Group for a total of 3 Officer Instructors.)</p>
Examination Nuclear Instruction (7991) (BLK91)	U	3 E	0	<p>Examination covering hypothetical weapon systems, effects, target analysis techniques, command and staff considerations; emphasis is placed on target analysis methods.</p> <p>(Class requires 3 Sections, 1 Group for a total of 3 Officer Instructors.)</p>

Subject and File No	Clas	Hours and Type		Scope
		Peace	Mob	
Nuclear Weapons Target Analysis Examination (7893) (BLK93)	SRD	0	3E	Visual, index and numerical analysis examination with integrated troop safety and limiting requirement considerations. (Class requires 3 Sections, 1 Group for a total of 3 Officer Instructors.)
Final Examination Nuclear Instruction (7894) (BLK94)	SRD	0	4E	Examination covering previous nu- clear instruction to include weapons, de- livery means, weapons effects, target analysis and employment considerations. Emphasis is placed on the student's ability to present recommendations for nuclear attack of tactical targets. (Class requires 3 Sections, 1 Group for a total of 3 Officer Instructors.)
Company Tactics Examination (2899) (CGK79)	U	4E	4E	Examination covering previous in- struction in Infantry company level of- fensive, defensive and retrograde opera- tions. (Class requires 4 Sections, 1 Group for a total of 4 Officer Instructors.)
Map and Aerial Photograph Screening Test (2180) (CMK10)	U	1E	1E	Unweighted test to determine the students' understanding of fundamentals and theory of map and aerial photograph reading. Students failing test will be required to take six hours of map and aerial photograph reading review instruc- tion (Problem 2181 (CMK01) and 2182 (CMK06). (Class requires 2 Sections, 1 Group for a total of 2 Officer Instructors.)
Map and Aerial Photograph Reading Examination (2189) (CMK19)	U	2E	1E	Examination to test the students' application of all previous instruction. (Class requires 4 Sections, 1 Group for a total of 4 Officer Instructors.)

Subject and File No	Clas	Hours and Type		Scope
		Peace	Mob	
Ground Mobility Subjects Examination (4869) (MSK69)	U	1E	1E	Written examination on ground mobility subjects. (Class requires 3 Sections, 2 Groups for a total of 2 Officer and 4 Enlisted Instructors.)
Infantry Communi- cation Examination (3690) (EOK90)	U	1E	1E	Examination to determine and eval- uate students knowledge of communica- tion subjects listed in this annex. (Class requires 9 Sections, 1 Group for a total of 4 Officer and 5 Enlisted Instructors.)
Military Medical Sub- jects Examination (9925) (FEK25)	U	1E	1E	Examination on all previous medical subjects instruction. (Class requires 2 Sections, 1 Group for a total of 2 Officer Instructors.)
Military Knowledge Survey Test (0455) (DRK55)	U	3E	0	Pre-course survey to be conducted by Director of Instruction, USAIS. (Class requires 3 Sections, 1 Group for a total of 1 Officer and 2 Enlisted Instructors.)
Comprehensive Examination (0456) (DRK56)	U	3E	0	An examination including coverage of the major subject areas in the course. Administered by the Office of the Director of Instruction. (Class requires 3 Sections, 2 Groups for a total of 3 Officer and 3 Enlisted Instructors.)

FACTUAL COURSE DATA

I. Course: 2-7-C20 (Formerly 7-A-C20), Infantry Officer Basic.

II. Objectives:

A. Purpose: To provide basic branch training and orientation for newly commissioned Infantry officers. MOS for which trained: None.

B. Instructional Objectives:

1. To provide a working knowledge of the duties and responsibilities of an infantry platoon leader with emphasis on rifle platoon operations.
2. To provide a working knowledge of the duties of a rifle company commander and to familiarize each with the duties and responsibilities of a headquarters and headquarters company commander.
3. To provide a general knowledge of the duties and responsibilities of the commander and staff of an infantry battalion.
4. To provide a general knowledge of the fundamentals, methods and techniques for operational employment of infantry units.
5. To develop leadership potential by providing a thorough background in the principles and techniques of leadership and by giving each student practical experience as unit leaders in simulated combat operations.
6. To provide an appreciation of Ranger training and imbue a spirit of aggressiveness, stamina and self-discipline.
7. To provide a basis for a sound individual physical fitness program.

III. General Description of Curriculum:

A. Command and Leadership Training: Military leadership; map and aerial photograph reading; platoon and company tactics; artillery; engineer; chemical; military justice; counterinsurgency; physical

INCLOSURE 3
TAB C

training and combatives; patrolling; medical service; student evaluation; and inspections.

B. Staff Training: Staff organization; foreign infantry; basic combat intelligence; company supply procedures; training management; personnel.

C. Technical Training: Rifle marksmanship; technique of fire; special purpose weapons; machineguns; mortars; antitank weapons; mine warfare; ground vehicles available to infantry commanders; vehicle recovery techniques; Army maintenance management; vehicle mechanical systems; operator/crew maintenance; materiel readiness and platoon maintenance evaluation; driver training; radio-telephone procedures; SOI extracts; portable and new vehicular FM radio equipment; radio set AN/GRC-8; platoon wire communications; communication means and systems of the infantry rifle company; communication systems of the airborne and mechanized infantry rifle company; and field radio operation.

D. Nonacademic: Class opening and academic orientation; Infantry magazine; inprocessing and orientations; outprocessing; open time; and Commandant's time.

IV. Method of Instruction:

	<u>PERCENT OF TOTAL ACADEMIC TIME</u>
Lecture	6.80
Demonstration	7.15
Group Discussion, Seminar and Conference	21.00
Evaluation and Testing	3.96
Film	.64
Practical Exercise	61.40

V. Program of Instruction:

PERCENT OF CURRICULUM

A. Common Subjects	83.40
Branch Subjects	16.60
B. Company Level	88.00
Battalion Level	10.00
Brigade Level	1.00
Division Level	1.00
C. Tactical	41.30 *
Logistical	7.00 *
Administrative	4.00 *

* Technical subjects such as weapons, communications, and automobiles are excluded from above computations.

D. Nuclear Warfare	14.00
Conventional Warfare	50.00
Stability Operations	36.00

VI. Frequency: 11 Classes per year.

Length: 9 Weeks.

Quotas: (Programmed input per class FY 66): 200.

VII. Number of Students by Category: (FY 65)

RA	355
OTRA	1595
Res Comp on Active Duty	215
Allied	23
Civilian	0

VIII. Student Testing and Evaluation Systems

Infantry Officer Basic Course

TECHNIQUES

1. Precourse (Unweighted) (For Motivation, Diagnostic, and Counseling Purposes).

Military Knowledge Survey Test

Map Reading Screening

2. Examinations (Weighted)

Written (Conventional)

Field Type Performance

Other Performance

End of Course Comprehensives

3. Other

Peer Ratings

Tac Officer Ratings

Faculty Observations

Faculty Advisor Observations

Evaluation and Guidance Officers

Leaders Reaction Course (Counseling)

INFANTRY OFFICER BASIC COURSE

EXAMINATIONS

SUBJECT AND FILE NO	CLAS	HOURS AND TYPE		SCOPE
		PEACE	MOB	
Map and Aerial Photograph Reading Examination (2149) (CMB09)	U	4 E		A graded examination which consists of a practical field examination on use of the map and aerial photograph.
Platoon Tac- tics Offensive and Defensive Tactics Examination (2739) (CPB79)	U	3 E		Objective and performance type examination covering rifle platoon offensive and defensive tactics.
Company Tactics Examination (2939) (CCB79)	U	1 E		Terrain exercise examina- tion covering company tactics.
Brigade and Battalion Operations Department Examination (7690) (BBB90)	U	1 E		Examination on Brigade and Battalion Operations subjects.
Code of Con- duct Training (8631N) (RPB31N)	U	2 C 15 PE		Conference on purpose and meaning of the Code of Conduct, resistance to interrogation and indoctrination, POW camp organization, and evasion, escape and survival. Terrain exercise applying the principles and tech- niques of evasion, escape and survival while negotiating an escape and evasion course at night.

SUBJECT AND FILE NO	CLAS	HOURS AND TYPE		SCOPE
		PEACE	MOE	
Patrolling Examination (8690) (RPE90)	U	1 E		Examination on the principles and techniques of patrolling, Code of Conduct, evasion, escape and survival.
Weapons Examination I (1410) (WSB10)	U	1 E		Written examination covering the M14 rifle, M14 rifle (Modi- fied), rifle and automatic rifle marksmanship training; special purpose weapons; machinegun 7.62mm, M60 and cal .50 to include mechanical training, marksmanship training, tech- nique of fire, range cards, train- ing requirements and range operations.
Weapons Examination II (1411) (WAB04)	U	1 E		Written examination covering antitank weapons, guided mis- siles, mine warfare, and 81mm mortars.
Communications Examination (3561) (ERB17)	U	1 E		An examination testing the students' knowledge of communi- cations within the infantry rifle company.
Military Know- ledge Survey Test (0452) (DRB52)	U	3 E		A test of the general military knowledge of students at the time they enroll in the course.
Student Evaluations (2989) (CCB89)	U	.50 E		Examination in which the students rate the members of their respective squads on leader- ship abilities demonstrated through- out the Basic Course.

SUBJECT AND FILE NO	CLAS	HOURS AND PEACE	TYPE MOB	SCOPE
Instructor Evaluations (2999) (CCB99)	U	.50	E	Examination in which the students are rated by the platoon tactical officers on leadership qualities and abilities demon- strated during the field encamp- ment period.

NOTE: Problem 8631N (RPB31N) consists of evaluation of students during the practical exercise.

FACTUAL COURSE DATA

I. Course: 2E-F2/011-F2 (Formerly 7-D-F4), Ranger.

II. Objectives:

Purpose: To develop leadership qualities of selected male officer and enlisted men of the United States Army with emphasis on prompt obedience, self-discipline, self-confidence, resourcefulness and determination.

To permit early application and field implementation of basic small unit skills and knowledge acquired during attendance at leadership courses or while serving as a member of a United States Army Command.

To develop skill and confidence in small unit conventional and counter-guerrilla operations that are based on locally developed combat intelligence while operating in geographic and climatic environmental extremes.

To evaluate student ability to make sound decisions while involved in simulated combat operations.

To provide the Army with a nucleus of proficient small unit leaders capable of training Army units for employment in Ranger operations.

MOS for which trained: Officers - None; Enlisted - Suffix Letter G.

II I. General Description of Curriculum:

A. Academic: Map reading; fire support; demolitions; land navigation; expedient destructive devices and booby traps; briefings, inspections; comprehensive examination; tactical training; physical conditioning and combatives; mountain operations; and counter-guerrilla operations.

B. Nonacademic: Inprocessing; outprocessing; orientations; tactical movement; graduation and rehearsal; and student evaluation.

IV. Method of Instruction:

Percent of Total Academic Time

Lecture	10
Conference	5.00
Demonstration	2.00
Practical Exercise	86.00
Examination	.90
Nonacademic	6.00

Inclosure 3
TAB D

V. Programs of Instruction (breakdown of curriculum according to percentages by these categories).

a. Common subjects: N/A
Branch subjects: N/A
Other: N/A

b. Company level: 100%
Battalion level: None
Brigade/Group level: None
Division level: None

c. Tactical: 87%
Logistical: 1%
Administrative: 5%

NOTE: A total of 70 hours of pure techniques training such as military mountaineering has not been included.

d. Nuclear warfare: None.
Conventional warfare: 63.2%
Stability Opns: 36.4%
Other: None

VI. Frequency: 10 classes for FY 66.

Length: 9 Weeks

Quotas: (Programmed input per class FY 66): 160

VII. Number of Students by Category (FY 65).

RA:	682
OTRA:	434
Res Comp on Active Duty:	3
Foreign:	48
Other Services:	25
Civilian:	0

VIII. Student Testing and Evaluation System

Ranger Course

Three unique prerequisites for Ranger Course are: Satisfactory performance on the 50-meter swim, PCPT, and Combat Water Proficiency Tests. During the course, students are required to negotiate 4 confidence test situations. These are the rope drop, suspension traverse, cliff rappelling, and aircraft rappelling events. It is mandatory that students satisfactorily complete each of these tests. During the course students are evaluated and graded as follows:

Patrol Leaders Grade	500 Points
Tactical Officer's Grade	100 Points
Spot Reports	100 Points or More
2 Map Reading Tests (Combined)	100 Points
3 Buddy Reports (Combined)	100 Points
PT and Combatives	100 Points
Summary Examination - Benning Phase	50 Points

Special observation reports on particularly outstanding or unsatisfactory performance may be submitted at any time and are considered in the evaluation process. To graduate from the course students must make at least 682 points of the 1050 points in the course. Students who do not attain these standards appear before a faculty board at the end of the course.

FACTUAL COURSE DATA

I. Course: 2E-F1/011-F1 (Formerly 7-H-F7), Airborne Course.

II. Objective: To qualify volunteers in utilizing the parachute as a means of transportation. MOS for which trained: Commissioned Officer - Prefix Digit 7 (7-) in accordance with the provisions of AR 614-110; Warrant Officer - Parachutist special qualification suffix digit 7 (-7); Enlisted - Parachutist special qualification suffix digit 7 (-.-7).

III. General Description of Curriculum: The Airborne Course is divided into three phases: ground training, tower training, and jump training.

A. Ground Training: Designed to qualify the student in basic jump techniques, except actual exit from an aircraft in flight, and to develop the student's physical condition by rigorous and progressive physical training.

B. Tower Training: Affords training for the student in mass exits from the 34' mock tower, actions in the event of a malfunction, and descents from the 250' free tower, emphasizing canopy control, parachute landing falls, and quick recovery.

C. Jump Training: Qualifies the student as a parachutist by his performing five parachute jumps from an aircraft in flight.

IV. Method of Instruction:

PERCENT OF TOTAL ACADEMIC TIME

Lecture	.50
Demonstration	10.40
Practical Exercise	89.00

INCLOSURE 3
TAB E

V. Program of Instruction:

A. Common Subjects: N/A

Branch Subjects: 100%

B. N/A

C. N/A

D. N/A

VI. Frequency: 42 classes per year.

Length: 3 Weeks.

Quotas: (Programmed input per class, FY 66): 512

VII. Number of Students by Category: (FY 65)

RA	1488
OTRA	2274
Res Comp on Active Duty	154
Allied	44
Civilian	0

VIII. Student Testing and Evaluation System:

Airborne Course

A progress card is prepared for each student at the beginning of the course. Appropriate entries are made on progress cards based on cadre observations as the student goes through the course. Observations concern physical condition, adaptability and progress in developing the required skills. At the end of each week, instructors evaluate student progress and determine whether each student is qualified to proceed to the next phase. Evaluations are made successively by the Bn (Ground), Tower, and Jump Committees. To graduate from the course, each student must properly execute 5 parachute jumps.

FACTUAL COURSE DATA

I. Course: 2E-F15 (Formerly 7-A-F19), Nuclear Weapons Employment.

II. Objective: To qualify commissioned officers for duty as Nuclear Weapons Employment Officers. MOS for which trained: Prefix Digit 5 (Nuclear Weapons Employment) added to current MOS.

III. General Description of Curriculum:

A. The student gains an appreciation of weapons systems - their capabilities, limitations, characteristics, and means of delivery. Further study is conducted into USAF, USN, and USMC nuclear weapons activities.

B. Studies into the three effects of nuclear weapons are conducted, to include medical aspects, characteristics, effects on tactical applications, and prediction of effects.

C. The student next studies the fundamentals of nuclear weapons employment, including logistics, troop safety and limiting requirements, computation of probable damage, and techniques of target analysis.

D. In the fourth phase of the course the student gains a working knowledge of the tactical employment of nuclear weapons in the battalion, brigade and division.

IV. Method of Instruction:

PERCENT OF TOTAL ACADEMIC TIME

Lecture	15.10
Demonstration	14.10
Conference	19.60
Evaluation and Testing	7.80
Practical Exercise	41.90

INCLOSURE 3
TAB F

V. Programs of Instruction:

<u>PERCENT OF CURRICULUM</u>	
A. Common subjects *	96.00
Branch subjects	4.00
B. Company level	0
Battalion level	0
Brigade level	0
Division level	12.50
C. Tactical	90.00
Logistical	9.40
Administrative (Processing)	.60
D. Nuclear weapons	100.00

VI. Frequency: 3 classes per year.

Length: 3 weeks.

Quotas: (Programmed input per class FY 66): 50

* Common POI between three service schools (Ft Sill, Ft Knox, and Ft Benning).

VII. Number of Students by Category: (FY 65)

RA	12
OTRA	42
Res Comp on Active Duty	31
Allied	0
Civilian	0

VIII. Student Testing and Evaluation System:

Nuclear Weapons Employment Officer Course

This is a 3 week course and includes 3 written examinations. The first is a 3 hour examination on Nuclear Weapons Effects. The second is a 3 hour examination on target analysis. The third and final examination is a 4 hour exercise on the functions of a Nuclear Weapons Employment Officer. To qualify for the prefix, officers must average above passing scores on the 3 examinations.

FACTUAL COURSE DATA

- I. Infantry Officer Career Extension Course (E-24).
- II. Objective: To provide Infantry officers with a working knowledge of approved command and staff techniques and doctrinal concepts for the training and operational employment of Infantry units.
- III. General description of curriculum: This course consists of 41 sub-courses totaling 452 credit hours. Divided into six phases of instruction, it is designed to be completed in six years. It parallels as closely as practicable the resident Associate Infantry Officer Career Course.
- IV. Method of instruction: Extension Course.
- V. Program of instruction.
 - a. Common Subjects - 74% *
Branch Subjects - 22%
Other - 4%
 - * Subjects identified as common are exceeded in hours for subjects having particular Infantry application.
 - b. Co. Level - 6%
Bn. Level - 50%
Brig/Group Level - 25%
Div. Level - 6%
 - c. Tactical - 72%
Logistical - 8%
Administrative - 10%
Technical - 10% (Wpns)
 - d. Nuclear Warfare - 67% *
Conventional - (67%)
Stability Opns - 7%
Other - 26%
 - * Tactical subjects applicable to Nuclear Warfare and Non Nuclear Warfare.
- VI. Frequency - Continuous enrollments.
Length - Must be completed in six years. May be completed sooner dependent upon student effort.
Quotas - None established; dependent upon student interest and command emphasis

Inclosure 3
TAB G

VII. Number of students: * Active Army - 488
OTRA - 3544
Foreign - 80
Civilians - 0
4112

* Includes RA and Reserve Component on Active Duty.

VIII. Student testing and evaluation system.

Practical exercises for each lesson which must be solved by student and submitted for grading. Comprehensive examination for each subcourse which must be satisfactorily completed to receive credit for the subcourse. Student must receive satisfactory grade for each subcourse in the course to receive a diploma. Multiple choice, objective type questions, with one response or multiple response, are used for lesson exercises and subcourse examinations.

FACTUAL COURSE DATA

- C** I. Infantry Officer Basic Extension Course.
- II. Objective: To provide officers with a working knowledge of the duties and responsibilities of Infantry Platoon leaders and to assist officers transferring into Infantry from other branches to attain branch proficiency.
- III. General description of curriculum: This course consists of 18 subcourses totaling 160 credit hours. Divided into two phases of instruction, it must be completed in a maximum of two years. It parallels as closely as practicable the resident Infantry Officer Basic Course.
- IV. Method of instruction: Extension Course.
- V. Program of instruction.
- a. Common Subjects - 56% *
Branch Subjects - 42%
Other - 2%
- * Subjects identified as common are exceeded in hours for subjects particular Infantry application.
- b. Co. Level - 91%
Bn. level - 9%
Brig/Group level - 0
Div level - 0
- c. Tactical - 72%
Logistical - 4%
Administrative - 3%
Technical - 21% (Wpns)
- d. Nuclear Warfare - 72% *
Conventional - (72%)
Stability Opns - 8%
Other - 20%
- * Tactical subjects applicable to Nuclear Warfare and Non Nuclear Warfare.
- VI. Frequency - Continuous enrollments
Length - Must be completed in two years. May be completed sooner dependent upon student effort.
Quotas - None established; dependent upon student interest and command emphasis.

Inclosure 3
TAB H

VII. Number of students: * Active Army - 263
OTRA - 1269
Foreign - 48
Civilians - 0
1580

* Includes RA and Reserve Component on Active Duty.

VIII. Student testing and evaluation system.

Practical exercises for each lesson which must be solved by student and submitted for grading. Comprehensive examination for each subcourse which must be satisfactorily completed to receive credit for the subcourse. Student must receive satisfactory grade for each subcourse in the course to receive a diploma. Multiple choice, objective type questions, with one response or multiple response, are used for lesson exercises and subcourse examinations.

FACTUAL COURSE DATA

- I. Infantry Officer Career (Reserve Component) Course (C-24).
- II. Objective: To provide Infantry officers with a working knowledge of approved command and staff techniques and doctrinal concepts for the training and operational employment of Infantry units.
- III. General description of curriculum: This course is designed to permit student completion in five years or less and consists of a combination of five phases of resident and nonresident instruction as indicated below:

- PHASE I - Nonresident (6 subcourses).
- PHASE II - Nonresident (6 subcourses).
- PHASE III - Resident (2 weeks - 88 hours).
- PHASE IV - Nonresident (9 subcourses).
- PHASE V - Optional Resident (2 weeks) or Nonresident (7 subcourses)

IV. Method of instruction: Extension Course and Resident Instruction.

V. Program of Instruction.

- a. Common Subjects - 74%*
- Branch Subjects - 22%
- Other - 4%

*Subjects identified as common are exceeded in hours for subjects having particular Infantry application.

- b. Co Level - 6%
- Bn Level - 50%
- Brig/Group Level - 25%
- Div Level - 6%
- c. Tactical - 72%
- Logistical - 8%
- Administrative - 10%
- Technical - 10% (Wpns)

Inclosure 3
TAB I

- d. Nuclear Warfare - 67% *
- Conventional - (67%)
- Stability Opns - 7%
- Other - 26%

*Tactical subjects applicable to Nuclear Warfare and Non Nuclear Warfare.

VI. Frequency - Continuous enrollments.

Length - Must be completed in five years. May be completed sooner dependent upon student effort.

Quotas - As established by USCONARC. Since establishment in 1962 has not exceeded 100.

VII. Number of students:	*Active Army	- 0
	OTRA	- 446
	Foreign	- 0
	Civilians	- 0
		<hr/> 446

*Includes RA and Reserve Components on Active Duty.

VIII. Student testing and evaluation system.

Practical exercises for each lesson which must be solved by student and submitted for grading. Comprehensive examination for each subcourse which must be satisfactorily completed to receive credit for the subcourse. Student must receive satisfactory grade for each subcourse in the course to receive a diploma. Multiple choice, objective type questions, with one response or multiple response, are used for lesson exercises and subcourse examinations.

HEADQUARTERS UNITED STATES ARMY INFANTRY SCHOOL
Fort Benning, Georgia

GENERAL ESSENTIAL ELEMENTS OF ANALYSIS
ON SERVICE SCHOOLS

The United States Army Infantry School's views on the questions contained in Inclosure 4 of DA letter, 22 July 1965 are contained in comments below. Questions and comments are numbered as they are numbered in the referenced Inclosure 4.

1. What is the desirability, feasibility, and impact of utilizing TV tapes at branch and career courses for common subjects instruction?

a. Desirability.

(1) Common courses can be taught by TV bringing about cost savings and increased effectiveness.

(2) Branch material can be standardized throughout the service school system using tapes made at the school having primary subject responsibility.

(3) Quality of instruction can be improved and standardized in these selected subject areas by having expert instructors at the appropriate branch school make the TV tape.

(4) Dollar savings compared to training film costs, and in terms of manhours, training aids, demonstration expendables, and use of local facilities make TV tapes highly desirable.

b. Feasibility.

(1) The USAIS can prepare TV tapes covering common courses with its inhouse capability.

(2) A library of TV tapes received from other schools can be established and playback capability exists.

(3) The same feasibility can be ascribed to all service schools having requisite equipment or receiving specified support.

Inclosure 4

c. Impact.

(1) In classroom TV will be viewed as an educational medium. Studies made confirm that favorable impressions of educational television are made in educational terms--not entertainment.

(2) The average student has been bred on an appetite of fast-moving commercial TV entertainment and a beginning period of reorientation is needed.

(3) Studies show that once adjustment has occurred the mode of presentation, TV or face-to-face, has no differential effect on retention of subject matter.

(4) Since TV does not answer questions, the practice of student note-taking requires emphasis and an instructor must follow presentation with a question period.

2. What use, if any, do you visualize for closed circuit or network TV in school instruction during the period 1965 - 1975?

a. The United States Army Infantry School plans to use closed circuit TV or network TV to supervise instruction, to work as a training aid for the instructor, to substitute for training films, and to replace live demonstrations during periods of inclement weather, or when repetition of the demonstration is prohibitive in terms of cost.

b. Under the heading of supervising instruction, television can be used to observe classes in session and to critique instruction after it has been presented. In the Instructor Training Course it provides a self-supervising and self-critiquing medium to the apprentice instructor.

c. The following listed areas are being considered for application of television as an aid to the instructor:

- (1) Conduct mass review prior to exams.
- (2) For specialist courses - instruction in maintenance skills.
- (3) For classes such as Character Guidance and Troop Information.
- (4) Split screen will teach cause and effect at the same time.
- (5) Resident instruction could be taped or filmed to be sent to other service schools to standardize instruction and reduce the number of instructors required.

- (6) Integrate instruction.
- (7) For orientations.
- (8) For courses where mostly lecture and demonstration are used.
- (9) To follow and critique missile flights.
- (10) To brief patrols and show objective areas.
- (11) To teach problems to a number of sections simultaneously by the instructor who wrote the problem.

d. Using television to substitute for training films and similar visual aids will maximize the immediate playback and erase capability inherent in TV equipment. The use of actual equipment as an aid to teaching will be increased through the capability of close-up and magnification. The need for costly and bulky models and mock-ups will be reduced while the requirement for training films costly in production and lead time will be considerably reduced. In addition, greater realism will derive from utilizing local situations and local talent as opposed to remote Hollywood type characterizations.

e. Live demonstrations can be taped and played back 60 to 70 times at no additional cost in ammunition, equipment, or manhours. Range reconnaissance and target viewing during firing exercises can also be accomplished with the aid of TV. In the supervisory and administrative management realm, TV can be used for briefings simulcast to several locations throughout the post. While having the capability to present briefings to guests and visitors, the corollary of taping guest lectures for playback to future classes will apply.

f. In addition to the all weather capability of televised demonstrations and the fact that the TV camera can focus attention on subject matter rather than instructor mannerisms, it is anticipated that a library of TV tapes will give continuity of high standard instruction during periods of rapid instructor turnover and general personnel shortages.

3. Explain the extent to which computers can be utilized to improve or expedite instruction.

a. The activities of civilian educational institutions, computer manufacturers, and such military agencies as the Strategy and Tactics Analysis Group, Bethesda, Md. and the Naval Training Devices Center,

Port Washington, N. Y., have proven conclusively that the use of computers in education is practically unlimited. The diversity of operations and activities which lend themselves to computerization is unknown. The practical application of this equipment has not kept pace with technological advances. USAIS in justifying its recently approved acquisition of a Honeywell 200 computer included 35 files of information in the systems specification. Each of these dealt with a form of usage for the proposed system, and USAIS has barely scratched the surface in this dynamic area. In regard to improving instruction computers can:

(1) Eliminate the need for students reading themselves into the situation. This can be done by print-outs and use of the cathode ray tube simultaneously.

(2) Provide the student with necessary information to enable him to make decisions. Facts and figures now printed in student handouts are stored in the computer. Upon a signal from the student, at a remote station, this information is provided in visual form. This can be asked for and received as often as necessary. It does not infer that the G1, G3, etc., must be any less knowledgeable in their job. This is just another tool for the commander or staff officer.

(3) Permit each student to set forth his decision on any requirement. Due to the instructor-student ratio now utilized, only one or at best several students can state their decision and receive a critique.

(4) Maintain a daily log of student responses thereby contributing to the final overall course evaluation and student performance. This benefits students and faculty alike.

(5) Maintain and operate on a real time basis all the input, stored information, and output necessary to engage in Division and higher level two-sided war games. This application alone constitutes an area which the Strategy and Tactics Analysis Group has been working on since 1959 and they feel their program is in an embryonic stage. USAIS desires to make extensive use of computers in this area.

(6) Provide for branching according to the students ability to learn. For example, the student who requires more than one practical application to understand a problem solving technique, while his classmates are ready to proceed, can work several additional problems before proceeding to the next learning level.

(7) Perform high speed mathematical computations in nuclear weapons analyses, logistics, personnel, civil affairs, etc. This provides more time for more practice.

b. The listing above could be continued and expanded greatly. It is sufficient to say that all of the above will also expedite instruction. Time savings equal manpower savings. Elimination of tedious, boring, and repetitive exercises equals increased student motivation. Branching, allowing students to proceed at their own speed, speaks for itself. USAIS considers this area vital to its continued growth and maintenance of its progressive reputation for which it is known and respected world-wide.

4. What means, if any, does the school utilize to keep branch officers informed of changes, innovations, etc?

a. Continuous and timely revisions/changes of Field Manuals, Technical Manuals, Army Training Programs, Army Subject Schedules, Army Training Circulars and Training Films are programmed.

b. "Infantry Magazine" by use of articles or timely subjects and "Commandant's Notes."

c. Commandant's Periodic Letter to the Field. A letter dispatched as necessary by which the Commandant discusses with field commanders ideas on other matters currently not suitable for general publication, but which, because of their implication in the future, merit the attention of senior Infantry commanders.

d. Liaison Visits to the Field. USAIS teams composed of instructors and staff members who visit US Army units in CONUS and overseas commands.

e. Monthly List of Instructional Material. A list of significant items of instructional material published that month by USAIS. Units and other service schools are given a gratuitous issue of these items. Items include handbooks and instructional problems.

f. Field Grade Refresher Course. A two week course given to senior officers on current doctrine, techniques and equipment. Approximately 272 officers to include national guard and reservist on active duty for training attend each year.

g. Voluminous request correspondence between people in the field and people in the School.

5. What changes, if any, should be made in the number, type and compositions of school troops?

a. The unit presently supporting the Infantry School is a tailored brigade organized under the ROAD Concept (Tab A). The authorized strength of the brigade is adequate to support instruction at the Infantry School.

b. The Army aviation support for the Infantry School is inadequate; because of this lack of aircraft, the Infantry School cannot offer its students, many of whom are unfamiliar with Army aircraft, an opportunity to participate in execution type training. An Army Aviation Element, stationed at this installation, with the assigned primary mission of supporting the Infantry School is essential to the accomplishment of the School mission. A proposed TA 60-41 (Tab B), listing aircraft required for support of instruction, has been forwarded to CG CONARC for approval.

6. Do you have any plans to modernize or otherwise change the school with a view towards increased effectiveness?

a. The Infantry School has the following major MCA projects in its five-year MCA Plan:

<u>ITEM</u>	<u>FISCAL YEAR</u>
Instructional Materials Warehouse	FY 67
Florida Ranger Complex	FY 67
Combat in Cities	FY 69
Physical Fitness Complex	FY 69
Mobility Department Complex	FY 70
Visual Aids Building	FY 70
Fort Benning Ranger Camp Improvement	FY 70
Administrative Building for Sound Section	FY 70
Administrative Supply Building for Weapons Department	FY 71
Consolidated Weapons Pool	FY 71
USAIS Supply/Storage Warehouse	FY 71

b. The Infantry School has and is developing plans for:

(1) Computer Assisted Education at the Infantry School (CAETIS).

(2) Educational TV at the Infantry School (ETVIS).

(3) Classroom '70. (A study of education and facilities in the Army by FY 70).

7. Should the schools now teaching special courses in communications, motor maintenance, and other functional areas continue to do so? Should these specialized courses be consolidated at selected schools? Why? What is the impact on staff, faculty and facilities?

a. The Infantry School has no specialized courses for officers in communications, motor maintenance or other functional areas. These special courses are now consolidated at selected schools. However, each of the officer leader courses requires instruction in functional areas to the level of working knowledge in some and general knowledge in all. It is more economical and it provides for more effective use of equipment and facilities to continue with consolidated specialized officer courses. The existence of MOS qualification courses for EM at USAIS permits complete application of the capabilities in communications and motors.

8. What is the impact on the school system of planned reorganization under COSTAR?

The impact of COSTAR on Combat Arms Schools will be relatively insignificant. USAIS defers comments to those technical service schools and service colleges on whom COSTAR will have a more significant impact. The division support command level identifies the logistical education level at the Infantry School.

9. What are the doctrinal responsibilities of the school?

a. USAIS specific doctrinal responsibilities are as follows:

- (1) To assist in development of doctrine, organization and materiel.
- (2) To exchange information and philosophies with other Army agencies and other military services.
- (3) To coordinate with United States Army Combat Developments Command and United States Army Materiel Command and Human Resources Research Office to insure full utilization of Infantry School knowledge and experience in combat developments and human factors research.

b. Instructor tasks in the development of doctrine are indispensable and involve many hours of work.

10. What procedure is utilized to update doctrine and course content?

a. When doctrine is approved and introduced for use, it is automatically integrated into instruction at USAIS. Indeed in many cases new tactical concepts and theories are included in our instruction before they ever become approved doctrine.

b. The cornerstone of the USAIS system of maintaining current instruction is the experienced instructor who performs constant research in his area. The officer having the most current and greatest depth of knowledge of a particular subject is assigned to the committee responsible for teaching that subject. Here he can have a direct influence on what is taught. If the instructor recognizes a need for changes in subject, scope, or manner of presentation, he initiates a POI change which is reviewed by his committee chief and department director. Final approval of changes is made by the Director of Instruction after appropriate "murder" and approval at Department level.

c. Changes in doctrine are initiated in a similar fashion by the generation of appropriate recommendations at the instructor expert level. The USAIS Office of Doctrine and Materiel obtains the school's approval of the proposal, and it is forwarded to the Combat Developments Command Infantry Agency for consideration.

d. Course content is influenced by an experienced staff and faculty constantly aware of the need for course improvement, liaison visits to field units to which graduates are assigned, comments by field commanders on graduate quality and directives by USCONARC.

e. Individual subject changes in the POI are readily accepted at any time during the academic year. As a result, programs of instruction are in a constant state of updating and improvement. In addition, all courses are subject to a general revision before each new academic year.

11. What do you think is the proper role of the faculty in the formulation of doctrine? If this role is not now in use, please explain.

a. The current role of the faculty in the formulation of doctrine is as stated in reply for question 10 above. Doctrine is of little value if it is not constantly under critical analysis and review. The School's faculty represents a wealth of military experience, augmented by academic research. Students coming from the field bring new ideas and share them with the instructor; valuable knowledge is often gained. The instructor constantly conducts research to become more knowledgeable in his instructional area. The research work an instructor does in his relatively narrow field makes him most capable to formulate, recommend, and review doctrine in his area of expertise.

b. Consistent with Joint CDC/USCONARC regulation, a Mutual Coordination Policy governing the relationship and interaction of Fort Benning agencies dealing with combat developments matters has been established. In addition to USAIS and Combat Developments Command

Infantry Agency (CDCIA), the United States Army Infantry Board (USAIB) is included in the agreement. The agencies involved agree to coordinate closely in combat and materiel development matters, to exchange information and views of, and to appoint project officers to work together on tasks of mutual interest. The Commandant and Assistant Commandant, the Commanding Officer of CDCIA, and the President of USAIB, forming what is termed the "Infantry Team," meet periodically to discuss important combat development matters.

c. The Office of Infantry Doctrine and Materiel (OIDM) is the USAIS coordination point for elements within and outside the School on matters pertaining to combat developments. It has primary staff responsibility for coordinating the USAIS views and positions on such matters. When appropriate, OIDM designates one instruction department as the Action Department for items of correspondence, study, review or project on which USAIS is requested to act. The department so designated normally will be the one having primary interest, or responsibility for, the subject matter involved. Chief, OIDM is responsible to insure that USAIS comments or views are properly coordinated with all USAIS departments or staff offices having interest prior to presenting to the AC or forwarding to agencies outside USAIS, as appropriate. Approximately 100 separate actions per month are handled in this fashion.

12. Is there a prescribed training course for newly assigned faculty?
Explain.

a. Yes, the Infantry School presents a 3-1/2 week Instructor Training Course to all newly assigned instructors. This course emphasizes practical work and prepares the individual for his new duties. Practice teaching exercises range in duration from three to fifty minutes. During the Instructor Training Course, all practical work is conducted in eight-man groups. An instructor from the Instructor Training Section is assigned to each group. He critiques each presentation and grades them as outstanding, above average, average, below average, or unsatisfactory. Students also critique each other; this gives them practice in evaluating instruction. At least one practice teaching exercise per student is conducted with the student making his presentation before the TV camera, his presentation being recorded on TV tape. This enables the student to see for himself his areas of strengths and weaknesses that have been identified for him during instructor and student critiques. The student receives periodic counseling from his group instructor, who points out mistakes and offers recommendations for improvement. The determination whether a student passes or fails the Instructor Training Course depends upon the student's ability to impart knowledge. It could properly be called on-the-job training. As in every instance of OJT, certain skills, prerequisites and

background must exist. In this connection, the quality of personnel assigned is of pertinence. The current attrition rate of the Instructor Training Course is 4% for officers and 24% for enlisted personnel, with the two main reasons for failure to meet the standards being identified as lack of confidence and inability to present material in a logical and understandable manner.

13. How is the civilian education advisor utilized in the school system?

a. The Education Advisor acts as the advisor to the Commandant and Assistant Commandant on educational policies, programs of instruction, methods of instruction, and the evaluation of teaching objectives and outcomes. He works very closely with the Director of Instruction and in addition acts as a consultant to the faculty and staff on matters of professional education. He acts in a liaison capacity with the other education advisors with civilian universities, and with civilian business and industry where instruction and training are involved. He provides continuity.

b. His guidelines are based upon broad principles, study, experience, and existing policies and regulations. He gets his work from directives from the Commandant, Assistant Commandant, or Deputy Assistant Commandant. He responds to requests from the Director of Instruction and direct assistance requests of the several staff or instructional areas.

c. He makes analyses and surveys. He evaluates departmental instruction and advises on programs of instruction. He is a member of the USAIS staff. He attends the Assistant Commandant's conferences, counsels students in unusual cases, observes and critiques instruction, observes and critiques instructor training, and suggests studies and research.

d. Some representative tasks he has performed are: the use of brainstorming in the Infantry School, OC selection and evaluation, suggestions on departmental organization, evaluation of officer students, course prerequisites, attrition, comprehensive testing, school reorganization, school positions with various boards, automatic data processing, long-range audio-visual planning, long-range educational TV planning, and several others.

e. The following projects he works on a continuing basis in an advisory capacity: programmed instruction, seminars, educational TV, exit interviews with staff members to get their suggestions for improvement, executive and leadership training, studying and research of results from HumRRO, and student performance objectives.

f. He is a member of the Steering Committee and the Evaluation Committee on Educational TV. He assists the Director of Instruction on the elective program for CAR students. He works with the Director of Instruction and HumRRO on such projects as performance objectives, programmed instruction, and prerequisites.

g. The Education Advisor is not ordinarily assigned routine duties, but rather is available for a wide variety of unusual type studies and is a consultant on a broad range of problems which are oriented towards education.

14. What is the recommended ratio of instructors to students? What is the ratio at your school?

a. The current ratio of instructors to students is 1 to 3. The first figure represents instructors and instructor supervisors assigned as of 1 July, whereas the second figure represents daily student load at that time.

b. The recommended ratio is based on manpower survey implementation and calls for 1 to 2.4. This recommended ratio merely recognizes authorized requirements, it is a variable depending upon courses and divergency of subject matter. Management experts have neither reached agreement nor formulae in this complicated human relations problem. "Life and death" courses such as the airborne course would be analyzed with a different yardstick than refresher courses for senior officers. Each method of presentation, whether lecture or practical exercise, demands a diverse statistic.

c. The real goal at the Infantry School is sectionalized instruction for leader courses with one principal and one assistant instructor for each fifty-man section. Thus, two CAR Classes of 200 students each would require 8 sections and 16 instructors per period of instruction.

15. Set forth your views on the role and effectiveness of extension courses in officer training.

a. The primary purpose of the extension course program in officer training is to provide a means whereby any officer, regardless of location and regardless of limitation of school quotas or of personal inability to attend a resident course of instruction, may obtain a military education.

b. Extension courses provide flexibility in the education process. A student may set his own pace, working when he has time and suspending studies when other duties require priority of attention.

c. Extension courses provide flexibility in individual selection of curriculum. Students may enroll for an entire course or for specific subcourses in which he, or his commander, considers additional training is needed.

d. Extension courses provide a means whereby skills can be updated. In this era of rapid changes in technology, weapons, equipment, tactics, and techniques, extension courses can effectively supplement resident instruction or take the place of this instruction for personnel not able to attend a resident course of instruction.

e. Extension courses are relatively inexpensive as opposed to the cost of providing similar instruction to resident students. There is no TDY cost for most students and no transportation cost. Perhaps of greater significance is the fact that, in effect, one instructor can teach many thousands of students.

f. Extension courses have inherent disadvantages, among the most obvious being:

- (1) No direct student-instructor contact.
- (2) Normally, there is no classroom discussion with the benefits which accrue from such discussions.
- (3) No practical work with weapons or equipment.
- (4) No actual demonstrations.
- (5) No supervised examination except where commanders conduct group study.
- (6) Widespread dissemination of solutions with resultant possibility of compromise.

Many of the above disadvantages have been minimized by educational techniques, such as programmed instruction, developed in the preparation of subcourses and administrative rules and regulations governing conduct of the program.

g. The Infantry School view is that:

(1) Extension courses are an economical and effective substitute for resident courses of instruction.

(2) Extension courses provide a means of obtaining a military education by personnel who otherwise could not obtain such an education.

(3) The flexibility inherent in the extension course program facilitates updating of skills and development of a personalized curriculum.

16. Compare the curriculum with the objectives for each course.

a. The current curricula do not prepare the officer-student for the most important duty in the Army, that of company commander. Moreover, the objectives and spacing of courses do not prepare for the duties which normally follow.

b. Whereas OCS, Ranger, Airborne, and NWEQ objectives are compatible with time allocation, subject matter presented, and duties for which trained, Career, Associate Career, and Basic Courses are not. The objectives for these courses are too broad because of the performance timespan attempted to be covered by instruction.

c. The Basic Course is aimed at the first two years of commissioned service, but since the officer student does not return to school until six years of duty performance have elapsed, the course objectives are normally stretched to prepare for that period. To provide working knowledge for six years of performance, and normally four diverse assignments, in a 9-week course which covers the basic combat platoon leader qualifications is an impossible objective.

d. The Career Course student receives working knowledge for battalion command and brigade staff duties. Of the 370 Army captains in the FY 67 Career Course, more than half had brigade or higher level staff experiences; 318 had command duty at company level for which there had been no schooling.

17. What method or system do you use to correlate the curricula of the basic and career courses with the needs of the officer for his next assignment (course utilization) and with his past experience? Be specific.

a. As stated in the answer to the preceding question, there is a gap in the current system as it concerns company command duties. Moreover, experience level of CAR students is higher than course objectives recognize. USAIS makes an effort to overcome these faults.

b. The end of course objectives in each subject area lead to achievement of the total course of instruction objective. The various lesson objectives lead to the end of course objective, and student performance objectives lead to the lesson objective. This pyramid of objectives is established on the twin pillars of student need and student experience. The student experience derives from statistical profiles, questionnaires, student records, and general military knowledge tests. The student need is identified from field reports which comment on the performance of past graduates, comments from graduates themselves, liaison visits to units, and the need of the Army reflected in directives received. HumRRO studies assist in both areas - student need and student experience.

c. The final segment of the leader courses is being devoted to specialized training to prepare the student for his next assignment. In the Career Course for example, the last previous classes were grouped as follows:

- (1) Vietnam assignments.
- (2) Army Training Center assignments.
- (3) European assignments.
- (4) ROTC assignments.
- (5) Instructor assignments.
- (6) FAST/MAAG assignments.
- (7) Aviation assignments.

18. What courses should be eliminated, consolidated or more appropriately conducted by a civilian or joint institution?

a. The Infantry School supports the consolidation of the Career and Associate Career Courses. The Infantry School proposes that this consolidation result from a realignment of course structures as follows:

(1) Combat Platoon Leaders Course. This course would replace the current Basic Officers Course. It would be oriented downward to become more clearly focused on the newly commissioned officers' initial assignment -- platoon leader. Emphasis would be placed on the development of basic combat skills, leadership techniques and basic branch qualification. This course would stress field work and "hands on" training to supplement the classroom ROTC instruction received by the cadet at his respective college or university. Every effort would be made to ensure that the Combat Platoon Leaders Course supplements, rather than duplicates, the ROTC program.

(2) Combat Company Commanders/Battalion Staff Officers Course. Upon completion of 2 years commissioned service or their first duty assignment, all career oriented Infantry and Armor officers-- regardless of component (RA or Reserve) or source of commission (USMA, ROTC or OCS) -- would attend a TDY Company Commanders/Battalion Staff Officers course of instruction conducted at the Infantry School. (Other Arms and Branches would conduct a similar company/battalion staff level course at appropriate service schools.) The majority of students attending this course would be first lieutenants. ROTC graduates who serve only the two year minimum requirement would not attend this course. The course would be designed specifically to prepare the officer for the next phase in his career, i.e., company command and battalion staff assignments. This course would be of particular benefit to those officers engaged in the aviation program. For example, upon completion of the basic course a Regular Army officer who is going into the aviation program is assigned to a ground unit for one year, during which time he normally is assigned as a platoon leader. Following his one year ground tour, the young officer attends flight school and then begins a mandatory three year category "A" tour. Upon completion of his first category "A" tour, it is normal to allow the aviation officer an opportunity to get command duty with a ground unit. This is a one year tour. A short TDY course, which is oriented on this next tour would certainly be beneficial to a combat arms officer who is returning from four years of flight schooling and flying. The Combat Company Commanders/Battalion Staff Officers course facilitates the sharper focus of the objectives for the Combat Platoon Leaders Course discussed in 18a(1) above.

(3) Combined Arms Battalion Commanders/Brigade Staff Officers Course. This course would be offered at the Infantry, Armor and Artillery Schools. Officers would be eligible for attendance after completion of a minimum of five years active commissioned service.

Eligibility cut off for this course would have to be established at DA level. This course, however, would be a prerequisite for attendance at the Command and General Staff College. All combat arms officers (Infantry, Armor, Artillery, Engineer and Signal) plus selected Transportation (aviator) officers, would attend a PCS Battalion Commanders/Brigade Staff Officers course at either the Infantry, Armor or Artillery School. Emphasis would be on Combined Arms Instruction, and would concentrate on battalion and brigade level operations. Graduates of this course would be qualified to command Infantry, Armor, or Artillery battalions within our divisional organization. Graduates would not be trained for nondivisional missile battalions. The length of this course would not include prefix 5 (NWEO) qualification; those officers who require prefix 5 qualification will attend a specialist, prefix 5 course following graduation. This course (Combined Arms Battalion Commanders/Brigade Staff Officers Course) would become practicable only with the adoption of the TDY company level course.

b. Elimination. Adoption of the three phases of officer career schooling up to C&GSC level would result in the following eliminations:

- (1) The Associate Career Course for the five combat arms.
- (2) The 9 months Career Course for the five combat arms.
- (3) Prefix 5 (NWEO) qualification for most personnel attending the Career Course.

c. Courses conducted by a civilian institution. None of the curricular courses currently conducted by the United States Army Infantry School could be conducted more appropriately by a civilian institution.

19. Is the capacity of the School and specific courses adequate to satisfy the requirements for graduates?

Based on current guidance of planned input, the Infantry School's physical plant is considered adequate for all courses now taught with the exception of the Ranger and Airborne courses. The Infantry School can take a sustained input of 500 airborne students per week. When a sustained input goes above this figure, additional training facilities and equipment will be required. Tabs C & D contain a list and cost of additional facilities and equipment to support a sustained

weekly student input of 750 and 900. The capacity of the Ranger Course is not sufficient to meet the requirements of Department of the Army. TOE requirements call for one Ranger qualified officer per rifle company and one noncommissioned officer per platoon. The percentage of officer/noncommissioned officer students attending the Ranger Course is unevenly proportioned to the requirements. This is caused by several factors:

(1) The requirement for all USMA graduates to attend the Ranger Course and all newly commissioned officers in the Regular Army, other than USMA, to select either Ranger or Airborne training.

(2) Lack of a motivational factor for noncommissioned officers to attend the course.

(3) Present instructor strength and facilities permit a maximum input of 1,600 Ranger students per year versus a requirement for probably 1,500 additional noncommissioned officers per year. The exact figure is not known since the goal of one Ranger qualified noncommissioned officer per platoon relates to reenlistments, retirements, specialized assignments, and the current force structure.

20. Is there a requirement for both a basic and a career course?

a. The Infantry School's view is that there is a need for both a basic and career course. The Infantry School recommends that the present officer career schooling up to C&GSC level be incorporated into three rather than the two (Basic and Career) levels now used. The three levels recommended, the platoon, company and battalion/brigade levels to include the rationale are discussed in the comments on question 18. It should be noted that the total school time of approximately 44 weeks is the same, but the spacing of attendance in an officers career pattern differs.

b. The Infantry School's view is that the USMA and OCS graduates need not attend the present Basic Course or the Platoon Leaders Course in the proposed three levels of schooling. It is also the School's view that graduates of CONARC-approved military colleges (Citadel, VMI, etc) need not attend the Basic Course if the following standards and requirements are maintained by the military colleges:

(1) The college must be a military institution.

(2) Branches in which graduates may be commissioned must be limited to assist branch orientation.

(3) Meet CONARC established instructional requirements, which would exceed those prescribed for civilian college ROTC programs.

(4) Cadets would attend a 6 weeks course at a Branch School between the junior and senior years. (This is comparable to the Combat Platoon Leaders Course, but would be reduced length in view of (3) above.)

c. The Infantry School's view is that all other ROTC graduates must attend the present Basic Course or the Combat Platoon Leaders Course in the proposed three levels of instruction.

21. Should the ROTC course be designed to:

- a. Attract officers to the Army, or,
- b. Prepare them for Army Service?

Explain.

a. The Infantry School's view is that the ROTC program should be designed both to attract the best officers to the Army and to prepare all officers for Army service. It is recommended that certain actions be taken to improve the current ROTC program: restrict the use of "modified" programs, reduce emphasis on GMS, increase emphasis on branch programs, and reduce local options to change POI. The introduction of the new "Scholarship" program on 1 July 1965 should give the Department of the Army an opportunity to improve the quality of ROTC students, without an adverse effect on the ability of the program to attract college men into the Army ROTC.

b. There is a need to revise the ROTC curriculum to provide the ROTC graduate with a common base of military knowledge with a branch orientation. This would permit the Infantry School to present a basic course (Combat Platoon Leaders Course) which would not duplicate previous ROTC instruction, but would stress field work and "hands on" training to supplement the classroom ROTC instruction received by the cadet at his respective college or university.

c. Every effort should be made to attract the best to the officer corps of the Army by making this potential officer see the value

features the Army has to offer; leadership of men, service to country, and fellowship. In doing this we should be frank and show the hardships of the military profession. The PMST and his staff must make every effort to instill in these future officers the desire to make the Army their career. This, of course, cannot be accomplished by either mollicoddling or undue harassment. ROTC cadets must be treated as responsible individuals. However, their inexperience in the Army requires that those on duty with ROTC units extend a welcome hand and assist the cadets in overcoming the obvious obstacles inherent in what will be a new way of life.

22. If your answer to 21a above is affirmative, how would you revise the ROTC course?

a. The Infantry School recommends that:

(1) The curriculum be revised to provide the ROTC graduate with a common base of military knowledge with a branch orientation.

(2) Department of Army develop a better information program on national level.

(3) Assign high quality personnel to ROTC units.

(4) Stress the leadership content of ROTC as a benefit which will carry over into all fields of work.

(5) Permit more students to complete their advanced degree.

(6) Military Science should be made a degree granting career course in the universities.

(7) Use more individual and small group counselling.

(8) Teach more of basic military training subjects in summer camp.

(9) Place more stress on educational value of ROTC (its identity with subjects such as history, mathematics, English, etc.).

(10) Provide the opportunity for more college officials to observe ROTC summer camp and service schools conducting branch courses. The program of civilian educators visiting the Infantry School has proven fruitful.

(11) Provide more contacts with high school counsellors.

(12) Insure that college officials understand the Army and its role vis-a-vis the youth of America.

23. What is the impact of Allied student attendance on active Army quotas?

The attendance of Allied students at the Infantry School has had no adverse impact on active Army quotas. No class was over-subscribed in FY 65.

24. To what extent does Allied students attendance present significant problems to the staff and faculty?

The Infantry School wholeheartedly supports the Allied student program. The only major problem which this program presents is reflected by those Allied students with a poor facility for English. The instructor must decrease the rate of delivery to enable the Allied students to comprehend the subject. In class when an Allied student is asked a question or he himself asks a question, the time consumed to handle the question takes away instructor time for the American students. Conversely, many worthwhile contributions to the understanding of international problems in human relations are made by these officers who may command our flanks in combat.

25. How do you separate the student body so as not to belabor certain students with instruction in technical subjects for which they already have competence either through experience or through advanced civilian education? How do you do this for those with broad experience in other areas?

So far nothing has been done as part of the curriculum. However, a pilot program to establish constructive credit for competence and experience has been developed. Diagnostic tests have been developed in: Crew-Served Weapons and Employment and Individual Weapons and Techniques of Fire. These tests are being administered to controlled groups to establish validity, reliability, and cut-off scores. Success with this initial effort will lead to expansion into subject areas the students may have mastered in prior assignments or education. The ultimate objective is to make the currently extra-curricular elective program part of the curriculum by substituting electives for those students who have received constructive credit for certain subjects.

26. Are you provided with adequately qualified officers to serve on your faculty? Are any changes in the system indicated?

a. No. Priority and stability of assignment challenge adequacy. Quantity, quality, and stability of personnel assigned to USAIS has been a subject of constant concern. To illustrate this point further, the table below is an extract of a quality report recently submitted to HQ USCONARC.

	<u>Gen</u>	<u>Col</u>	<u>Lt Col</u>	<u>Maj</u>	<u>Capt</u>	<u>1/Lt</u>	<u>2/Lt</u>	<u>TOT</u>
Asg as of 18 Jun 65	1	22	71	64	276	133	148	715
Nr w/Bachelor degrees	1	12	30	41	180	62	59	385
Nr w/Adv degrees		4	1	4	2	3	1	15
Attended CGSC	1	17	59	22	4			103
Attended AFSC	1	2	2					5
Attended WC Lev Crses	1	12	3					16
Nr Pass overs for Prom			19	3	9			31
Mandatory Retirement prior to 31 Dec 65			6	2	1			9
Asg less than 1 yr	1	10	23	32	130	46	104	346
Asg over 1 yr, less than 2 yr		6	25	19	104	71	44	269
Asg over 2 yrs, less than 3 yrs		6	15	11	34	16		82
Asg over 3 yrs			8	2	8			18

b. In order to maintain the authorized grade strength at an effective level, it is evident that the Infantry School will require a higher priority on personnel than is presently established. The priority for service schools should be raised sufficiently to preclude personnel being diverted to every contingency which arises. Past experience as well as current events and future outlook clearly point toward a series of continuing, world-wide emergencies. Assuming the establishment of a higher priority for service school personnel and improved selection procedures, a major problem for service schools would remain -- personnel turbulence. This turbulence can be offset by stabilized tours of three years, with extensions to four years when desirable and possible, and by meeting required manning levels with sufficient quality to allow annual rotation of a fraction of the faculty without detrimental impact. The establishment of selected positions on faculties for retired professional officers or other qualified civilians would provide a thread of continuity, but at the expense of current experience and personal knowledge of problems encountered at leadership level in the field.

PROPOSED TA 60-41

F I S C A L L Y E A R	Basis of issue and remarks	Allowances												Helicopters			
		Airlanes												LOH OH-4/5/6	Utility UH-1B	Utility trans lt UH-1D	Tran med CH-47
		Oban 0-1A/E	Combat OV-1A	Surveillance OV-1B	Utility OV-1C	Sff trans U-8	Lt trans U-1A	Med trans CV-2/7	Helio courier U-10	Instr for TO-1D							
-	Activity and installation	700770	700790	700791	700792	700950	700950	700620	701050	700810			732510	732701	732703	732270	
-											TRANSPORTATION - CONTROL LIST MAJOR ITEMS						
66	Fort Benning, Georgia USALS	3			0	0	1		1				1	2	30	1	
67	Fort Benning, Georgia																
68	Fort Benning, Georgia																
69	Fort Benning, Georgia																
70	Fort Benning, Georgia																

TRAINING APPARATUS & FACILITIES FUND REQUIREMENTS BASIC AIRBORNE COURSE

CLASS INPUT TRAINING APPARATUS	750		900		
	ON HAND	QUANTITY	COST	QUANTITY	COST
Suspended Harness w/shed	1	1 (110 pts)	\$28,979.00	1 (150 pts)	\$35,000.00
34' Mock Tower	5	2	\$132,830.00	2	\$132,830.00
Swing Landing Trainer w/shed	2	1 (8 pts)	\$9,000.00	2 (8 pts)	\$18,000.00
C-130 Mock Ups	15	8	\$24,000.00	8	\$24,000.00
			TOTAL: \$194,809.00		TOTAL: \$209,830.00

FACILITIES

300 Man Latrine	5	3	\$36,000.00	3	\$36,000.00
Rehabilitate Mock Door Shed	3	3	\$18,000.00	3	\$18,000.00
Rehabilitate C-130 Mock Ups	15	15	\$7,500.00	15	\$7,500.00
Shed (Covered PT Pit)	1	1	\$21,000.00	1	\$21,000.00
Water Outlets	12	2	\$300.00	2	\$300.00
			TOTAL: \$82,800.00		TOTAL: \$82,800.00
			GRAND TOTAL: \$408,670.70		GRAND TOTAL: \$431,734.90
			to include		
			tng equip		

TRAINING EQUIPMENT & FUND REQUIREMENTS BASIC AIRBORNE COURSE

CLASS INPUT ITEM	750		900	
	ON HAND	QUANTITY	COST	QUANTITY
Harness, universal @\$42.00	5616	284	\$11,928.00	284
Harness, training @\$31.30	1274	618	\$19,343.40	774
Reserve, T-10 @\$77.00	2017	183	\$14,091.00	183
Reserve, Training @\$10.85	1274	638	\$6,922.30	742
Backpack, MD training @\$10.70	770	230	\$2,461.00	230
Canopy, T-10 @\$129.00	5548	352	\$44,704.00	352
Canopy, T-10 training @\$129.00	50	34	\$4,318.00	50
Canopy, J-1 @\$679.00	33	7	\$4,753.00	7
Bag, Kit Flyers @\$5.50	1395	8,205	\$12,127.50	2205
Case, weapons container @\$19.50	597	153	\$2,983.50	153
"H" Harness @\$10.00	57	243	\$2,430.00	243
Windmachine standard	4	1	\$3,000.00	1
			<u>TOTAL: \$131,061.70</u>	<u>TOTAL: \$139,104.90</u>

Tab D to Inclosure 4

**TRAINING EQUIPMENT & FUND REQUIREMENTS
BASIC AIRBORNE COURSE**

CLASS INPUT ITEM	750		900		
	ON HAND	QUANTITY	COST	QUANTITY	COST
Harness, universal @ \$42.00	5616	284	\$11,928.00	284	\$11,928.00
Harness, training @ \$31.30	1274	618	\$19,343.40	774	\$24,226.20
Reserve, T-10 @ \$77.00	2017	183	\$14,091.00	183	\$14,091.00
Reserve, Training @ \$10.85	1274	638	\$6,922.30	742	\$8,050.70
Backpack, MD training @ \$10.70	770	230	\$2,461.00	230	\$2,461.00
Canopy, T-10 @ \$129.00	5548	352	\$44,704.00	352	\$44,704.00
Canopy, T-10 training @ \$129.00	50	34	\$4,318.00	50	\$6,350.00
Canopy, J-1 @ \$679.00	33	7	\$4,753.00	7	\$4,753.00
Bag, Kit Flyers @ \$5.50	1395	8,205	\$12,127.50	2205	\$12,127.50
Case, weapons container @ \$19.50	597	153	\$2,983.50	153	\$2,983.50
"H" Harness @ \$10.00	57	243	\$2,430.00	243	\$2,430.00
Windmachine standard	4	1	\$3,000.00	1	\$5,000.00
			TOTAL: \$131,061.70	TOTAL:	\$139,104.90

Tab D to Inclosure 4

UNITED STATES ARMY INFANTRY SCHOOL
Fort Benning, Georgia

ESSENTIAL ELEMENTS OF ANALYSIS ON BASIC COURSES

1. Does the USMA graduate need the instruction now given at the basic course of his branch? If affirmative, should the requirement be included in the curriculum at the USMA? Respond to the same questions for the ROTC graduate.

a. USMA. The graduate of the USMA does not require the instruction which is presented in the basic course of his branch. He does need the experience in leadership and self-confidence he derives from the Ranger Course.

b. ROTC. The ROTC graduate does require that instruction which is presented in the basic course of his branch. The present curriculum for the ROTC program does not provide its graduate with a common base of military knowledge with a branch orientation. The Infantry School recommends that the ROTC curriculum be revised to provide the ROTC graduate with a common base of military knowledge with branch orientation before any consideration can be given to eliminating the need for ROTC graduates to attend a basic branch course.

2. Should commissioned DMG's from military schools such as VMI and Norwich be excused from attendance at their basic branch course as are USMA graduates? Explain.

At this time, all ROTC Graduates (including DMG's and military college graduates) should attend a nine-week Basic Course at their branch schools. While graduates in these categories have received excellent theoretical training in the classroom, their training in the field has been very limited. Consequently their capability to lead a platoon of men under field conditions is woefully lacking. They have little or no training in airmobile operations, mechanized operations, guerrilla and counterguerrilla operations and unit readiness. Mastery of these subjects is paramount to success on today's battlefield. In addition, it is felt that all DMG's should be required to attend the Ranger Course and should be encouraged to volunteer for the Airborne Course.

Inclosure 5

3. How much of the basic course is a repetition of previous instruction received by:

a. USMA graduates?

b. ROTC graduates (Both Branch Oriented and General Military Science Courses)?

(1) USMA Graduates. 20% if they were to attend.

(2) ROTC Graduates. 10%.

4. Are there any objections to conducting the common subjects portion of the basic course at station level, and the branch portion at organizational level? If affirmative, explain.

The Infantry School's view is that the common subjects portion of the basic course should not be conducted at station level and the branch portion should not be conducted at the organizational level. Information is not available as to the capabilities of stations and organizations to conduct junior officer training. Active divisions would have this capability if resources available were adequate. This plan will undoubtedly result in the establishment of station and organization schools throughout the entire Army and result in a substantial cost increase in terms of personnel and equipment support requirements. Programs of instruction developed by individual stations and organizations will be directed toward qualifying the individual officer for his immediate assignment and probably will place less emphasis on developing basic combat skills, leadership techniques and basic branch qualification. The service school, with its high standards, highly qualified instructor personnel and facilities designed to accomplish the job of branch qualifying newly-commissioned officers, can best accomplish this mission. Secondly, should this plan be adopted, considerably fewer combat arms officers would become Ranger and Airborne qualified.

5. Is there any objection to conducting basic courses at basic training centers? Explain.

The Infantry School's view is that the basic course should not be conducted at basic training centers. At the present time, training centers are not equipped to branch qualify newly-commissioned officers. To equip all training centers as required to conduct instruction in communications, combined arms, airmobile and counter guerrilla operations, as well as many other essential subjects, will result in considerable cost increase over the present system. The service schools are better

C equipped and possess the best facilities and other resources to instruct all level of leader classes. Because of the various missions assigned to service schools, instructors are involved in the development of new doctrine, tactics, organizations and equipment; therefore, graduates of the service schools are more knowledgeable concerning the latest trends within the Army. This would not be the case if newly-commissioned officers were to receive branch orientation training at diverse installations. Training centers are organized, equipped and oriented toward training enlisted skills, and not toward command and platoon leadership.

6. Can course capacity be increased without jeopardizing the quality of instruction?

The present manning level of the Infantry School will permit only minimal increase in course capacity. An evaluation of terrain, troop support and instructor requirements is a prerequisite to any determination of increased student input. However, in most courses existing class programmed inputs are not reached. Current basic class capacity is 200 with the actual average input being 160.

7. Should any time be devoted to a discussion of approved reorganization studies such as COSTAR? Explain.

No. The military experience of students is extremely limited. Time is needed for more essential subjects.

8. What percentage of the basic course constitutes required training for the first two years of service?

C 97% of the present basic course's program of instruction constitutes required training which the graduate uses during his first two years of commissioned service; the remaining 3% of the training he receives is devoted to company and battalion level instruction. Ideally, all of the basic course's program of instruction should constitute required training for the first two years of service. Because of the present six-year gap between an officer's attendance at the basic and career courses and the fact that 58.9% command companies prior to attending the career course, the Infantry School must provide the student with a general knowledge, even if extremely limited, at the level of company and battalion which he does not need during his first two years. Unfortunately, the present school system does not train the rifle company commander who is the key to successful Infantry operation. Over 50% of the rifle company commanders are trained by on-the-job training. It is for this reason that the Infantry School undertook a study which resulted in the finding that three levels of schooling are required up to the C&SC level rather than the two (basic and career) levels now used. The three levels considered necessary are:

- (1) Combat Platoon Leaders Course.
- (2) Combat Company Commanders/Battalion Staff Officers Course.
- (3) Combined Arms Battalion Commanders/Brigade Staff Officers Course.

9. What is the general assignment pattern of graduates of the basic course? That is, what percentage to troops, staff, other?

Research was conducted by HumRRO in 1965 to identify the frequency and type of initial duty assignments of Army ROTC Graduates. The survey of 1,898 ROTC Graduates serving in 10 different branches identified the initial principal duty assignment and major additional duties. The survey revealed that of the Infantry officers assigned to TOE units 17% went to headquarters elements and 74% to line companies, and of those assigned to TD units, 2% to headquarters and 7% to line companies. The majority of Infantry ROTC Graduates were assigned to units located in CONUS, to include Caribbean Area. According to this study "... the Junior Officer Graduate of the ROTC Curriculum may receive any one of the wide variety of initial duty assignments and that none of these duties occur with any great frequency when the total range of assignments is considered." Of the Infantry officers, 62% were assigned to CONUS, 16% Pacific, 21% to Europe and 1% not identifiable. The percentage of Infantry officers performing the most common major additional duties: Mess Officer - 10%, Supply Officer - 11% and Operations and Training - 11%.

10. Should basic courses be general in content or branch oriented? State your reasons.

a. All Combat Army basic courses should be branch oriented. Therefore, the Infantry School's Basic Course emphasizes training of Infantry Platoon Leaders. Emphasis is placed on the development of basic combat skills, leadership techniques and basic branch qualifications. It is felt that this course of instruction will provide the ROTC Commissioned Officer with the essential background required to perform as a combat platoon leader. A general course of instruction of 9 weeks for a combat arms officer would necessitate additional schooling to provide him with branch qualification training. It is unlikely that a general course of instruction could prepare the student for his initial assignment. Experience indicates that newly-commissioned officers are anxious to become qualified in their chosen branch after having completed a generalized ROTC course of instruction for 4 years.

b. At the basic course level for Infantry officers, we are concerned with leadership in the complete sense. The graduate must be qualified as a combat platoon leader, a leader who influences the behavior of about forty individual combat machines - the Infantryman. The next level is the commander level (company commander), and the difference can be identified as further removal from the direct leadership functions of setting the example and leading by doing. Combat performance relies on the qualities of platoon leadership.

11. Can and should more emphasis be placed on materiel readiness in the basic course?

Yes. The United States Army Infantry School recognizes the need for more materiel readiness instruction in the basic course. The FY 66 program of instruction places increased emphasis on this subject ranging from the role of the leader and his responsibilities to "hands-on-equipment" training in garrison and tactical field exercises. A total of 41 hours pure and integrated are devoted to this area.

12. Considering your replies to all of the above questions, set forth your views in detail on the optimum basic course.

a. Training requirements for the newly-commissioned officer should be based upon the mission of the junior officer to be qualified as a platoon leader and the officer's level of military schooling. In addition to the OC Program, the Army must set training requirements for basically four levels of newly-commissioned officers whose source of commission is ROTC and Military Schools. These are: the USMA Graduate, the Military College Graduate, the branch ROTC Graduate, and the General Military Subjects ROTC Graduate.

b. The USMA Graduate currently must complete the Ranger Course after commissioning and then is sent directly to a unit. The Ranger Course provides a "practical application" leadership and confidence phase for those subjects taught earlier in an academic environment, and is a refresher course for those objectives learned during summer training.

c. The post-ROTC system of officer training is full of inequalities produced by the various experience levels of the officer student. Under the present schooling in ROTC, all officers must attend a branch course that is initially oriented toward training objectives to familiarize the new officer with the Army and his specific branch. This training program has been designed to meet the requirements of the lowest level of military knowledge and experience represented by the general military subjects graduates. The officer who has attended branch ROTC schooling is subjected to some repetitious training after having just completed a 4-year course of branch oriented instruction. The third category of officer required to attend the basic course is the commissioned graduate of a

military college, who has been living in a quasi-military environment and needs no generalized course of instruction of introductory nature.

d. The initial impression of the Army is the one most likely to remain with the new officer. If he is subjected to repetitious training for the first several weeks of his military career and no new challenges are presented, the junior officer retention program will suffer accordingly.

e. To produce an effective training system for the junior officer, the senior ROTC program should be revised to realign the precommission training objectives to be branch oriented so that all students of the basic course will get instruction in the practical application of subjects learned during the college course. The optimum basic course should place emphasis on basic combat skills, stamina, moral and physical courage, leadership techniques and branch qualifications which would supplement, rather than duplicate, those universally common courses that should be received in ROTC. The name of this course should be changed to "Combat Platoon Leaders Course." The newly-commissioned combat arms officer should be trained as a combat platoon leader before any attempt is made to broaden his qualifications in higher command, staff and specialized areas. In short, the optimum course presented to newly-commissioned ROTC graduates should be predicated on a common base of military knowledge which is not now being generated by the several colleges; it should train these officers as combat platoon leaders; and as a conclusion to the course, a period of instruction should be presented which is designed to prepare the students for their initial duty assignments.

HEADQUARTERS UNITED STATES ARMY INFANTRY SCHOOL
Fort Benning, Georgia

GENERAL ESSENTIAL ELEMENTS OF ANALYSIS
ON CAREER COURSES

The United States Army Infantry School's views on the questions contained in Inclosure 6 of DA letter, 22 July 1965 are contained in comments below. Questions and comments are numbered as they are numbered in the referenced Inclosure 6.

1. What is the validity of the current concept of conducting regular and associate career courses? Are any changes indicated? Explain in detail.

a. The current concept of conducting regular and associate career courses is invalid in that both reserve and regular Army officers are expected to perform the same type of duty assignments after completion of their respective career courses. The opportunity for advanced military schooling should be equally available to reserve and regular Army officers. Although career reservists are told the "one Army" concept means that all components are treated equally, the current school system seems to violate the concept. Career reservists resent that they do not receive the same branch training as their regular contemporaries since in duty assignments they are expected to compete equally.

b. The changes indicated suggest three possible courses of action:

(1) Eliminate the associate career courses and permit all active reservists to attend the 35 week PCS regular course while establishing a biannual short course for ANACDUTRA.

(2) Eliminate the career course and require all to attend a 19 week TDY course.

(3) Establish three levels of schooling below C&GSC which make the school tour and the next assignment compatible.

c. The first course of action is not feasible since several branch schools can not accommodate such large PCS student groups. The second

Inclosure 6

course of action would cause all officers to take a mobilization type course of 44 hour academic weeks with reduced intellectual activity, no time for research or reflection, and still not assignment oriented.

d. The third course of action contemplates a combat platoon leaders course which qualifies ROTC graduates for platoon leadership. A combat company commanders/battalion staff officer course for all active duty officers after their first duty assignment (2-4 years commissioned service); this course taken on TDY enroute to the next assignment would in fact be assignment oriented for most. A combat arms battalion commanders/brigade staff officer course for all officers after 5-8 years commissioned service. This PCS course would again be assignment oriented.

2. How many hours of instruction are common to the regular and associate courses?

a. 683 hours are common to the regular and associate course. The career course includes more hours on selected subjects and additional subjects. Nuclear weapons instruction includes sufficient hours to award a prefix 5 to officers qualified by examination. There is also a guest speaker program for career course students, plus a specialized training program to prepare them for their next immediate assignment.

3. State and explain the extent of overlap between the regular career course and the basic course. Between the regular career course and C&GSC.

The overlap between the regular and basic course is approximately 3% of the basic course POI. This overlap is explained by the fact that the basic student will not return for the career course until his sixth year of service. Since the basic course is primarily designed for the officer's first two years of service, this 3 per cent is supposed to "qualify" him until he returns for the career course. This fact illustrates the gap existing in our present school system. Officers so trained are not trained to perform their job before assignment thereto.

4. If the associate course is equated with the regular course, how do you justify the difference in course lengths?

a. The difference in course length cannot be justified since they should be the same. TDY versus PCS considerations are a factor influencing course length. Time limitation is prompted by the requirement to provide a course for those who are not available for longer tours.

b. While the career student achieves working knowledge and educational development reinforced by practical exercises, the ACAR student attains a lesser proficiency without time for educational development and fewer practical exercises. The difference in weekly academic hours is also an indicator of knowledge retention. A 44 hour classroom week as conducted for ACAR tends to yield diminishing returns of retention with each succeeding week.

5. What percentage of students at the last five (5) career courses had commanded a company prior to attendance?

Seventy percent of students at the last two career courses had commanded either TOE or non-TOE companies.

6. What percentage of students at the last five (5) career courses had bn or higher level staff experience?

Seventy-six percent of students at the last two career courses had bn or higher level staff experience.

7. What is the experience level on arrival at career courses of the average student?

The experience level of the average student upon arrival at the career course is approximately 6 years of active Army duty to include about 2.5 years with troops.

8. What is the general assignment pattern of graduates of the career course? i.e., what percentage to troops, staff, other?

The general assignment pattern of career course graduates varies with each class based on existing Army requirements at the time. The 1965 career course graduates were assigned as follows: 31% troops, 23% training centers, 19% Vietnam, 17% service schools, ROTC and USMA, 10% MAAG and other assignments. The pattern for 1964 differed slightly from 1965. As a result of the Allen report, a greater number of graduates in 1965 were assigned to training centers.

9. Is the student prepared to absorb training at the division level at this stage of his career? Explain.

Students are prepared to absorb division level instruction at this stage in their career. Familiarity with operations at division level is desirable to assist students in performing jobs at bn/bde level and it will be the last instruction received by those not selected to attend C&GSC. Despite the fact that only a few career students have had division level

experience at the time they attend the Career Course, most of them have sufficient professional knowledge and judgment to respond to the challenge of instruction at a higher level; however, instruction at the division level is limited to familiarization to establish the proper foundation for more detailed instruction at the brigade/battalion level. In a typical class on the infantry battalion in defense the subject is introduced with a discussion of the role of the division in the conduct of the mobile defense. A substantial increase in division level instruction could only be accomplished by reducing subjects beamed at the students probable assignment to brigade and lower levels. The career course should continue to be focused on battalion and brigade level instruction at this time.

10. Can and should more emphasis be placed on resource (personnel, fiscal, and materiel) management, slanted toward service in a non-tactical headquarters or agency, during the career course. Such instruction might include the new system of personnel and equipment authorization documents, an understanding of stock and consumer funding, preparation of PLL/ASL's, budget classifications and restraints, etc.

a. Yes, more emphasis can and should be placed on resource management. USAIS has achieved a considerable increase in emphasis and hours devoted to readiness management. The career student now receives more than ninety hours in this area.

b. All subjects of leadership and command qualify graduates for non-tactical assignments. In addition, the emphasis on combat support and combat service support to division level permeates the POI in terms of both pure and integrated instruction.

c. Stock and consumer funding as well as budget classifications and restraints are not now included in the POI.

11. Is there adequate instruction in counterinsurgency or stability operations in the curriculum, to include differences in doctrine and organization from mid or high intensity warfare?

a. Yes, the career student now receives 57 hours on counterinsurgency. The emphasis on stability operations has been increased and civic actions, civil affairs, public support, pacification, role of MAAG advisors, and mission of TOE units in counterinsurgency/counterguerrilla operations are essential elements of many tactical problems.

b. The differences in the forms of war are taught and highlighted in the tactical operations handbook. In addition, the guest speakers program is designed to reinforce these areas of study.

12. If the associate course length were shortened and restricted to only reserve component officers on active duty for training, how many classes per year would be required to satisfy the present annual input of reserve component officers?

Two classes per year would satisfy this requirement based on established experience factors. One class could be conducted in the winter, and one in the summer to compensate for seasonal occupation of students.

13. If associate courses were restricted to reserve component officers on active duty for training, could the regular course be changed to accommodate the increased load of career US Army officers and other categories of personnel diverted from the associate course?

No, the present career course with two classes per year cannot accommodate this increased load. This can be done only by the addition of two career classes for a total of four per year.

14. Considering your replies to all of the above questions, set forth your views in detail on the optimum career course.

a. Upon completion of the first duty assignment (2-4 years) all officers regardless of component or source of commission would attend a TDY combat company commanders/battalion staff officers course equivalent to the lower half of the current career curriculum. Students would be 1st lieutenants and career oriented; that is, ROTC graduates who serve only the 2 year minimum requirement would not attend this course.

b. The POI would be designed to prepare officers for any duty position with an Infantry or Armor Battalion commensurate with their branch and excluding the position of battalion commander.

c. Between the 5th and 8th years of active commissioned service, all combat arms officers plus selected transportation (aviator) officers would attend the combat arms battalion commanders/brigade staff officers course. This would be a PCS course representing the upper half of the career curriculum. Graduates of this course would be qualified to command divisional battalions.

d. Both courses would require no more total time than the current 35 week career course. They would each be assignment oriented.

15. Assuming that associate career courses are continued, set forth your views in detail on the optimum associate career course.

The optimum associate career course would be identical to the optimum career course outlined in paragraph 14 above.